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# **Identification and Analysis of Marketing Manager Competences that Determine Marketing Department Capabilities and the Underlying Importance of Courage Traits.**

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Doctor of Philosophy

ASTON UNIVERSITY

March 2018

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# **Identification and Analysis of Marketing Manager Competences that Determine Marketing Department Capabilities and the Underlying Importance of Courage Traits.**

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## **Thesis Summary**

The aim of this research is to determine marketing manager characteristics that positively influence the capabilities of the marketing department. Its research objectives are twofold: firstly to identify competences and traits of the most effective marketing managers; and secondly, to determine the nature and extent of the relationships between marketing manager competences and traits, and marketing department capabilities.

Contributing to the domain of strategic marketing, the thesis draws on RBV theory from strategic management, *competence* theory from human resource management and *character strength and virtues* theory from positive psychology.

Gaps in existing marketing theory arise from the observation from literature that marketing's capacity to help improve business performance, has focused on the functional or departmental capabilities of marketing, with little attention directed towards the *individual* marketing managers who comprise it.

Research takes a mixed methods approach using a modified Delphi method with 40 CEOs, marketing directors and HR executives, to determine specific competences and traits of the most effective marketing managers. Results provide a ranking of the most effective technical and behavioural competences and also underlying personal traits, the most important of which was found to be courage.

These findings form the basis of a research survey undertaken with 328 UK marketing managers which examines the influence of courage traits on behavioural competences, the nature of the interaction between behavioural and technical competences, and finally the influence of all three areas of characteristics on marketing department capabilities.

Findings show the particular influence of bravery, zest and perseverance, on marketing manager behavioural repertoires, and, directly, on departmental capabilities. They also show the important role of behavioural competences in moderating the influence of technical competences on departmental capabilities. The empirically demonstrated relationships between particular technical and behavioural competences and the influences of certain courage traits, mean that senior marketing executives can engage in better targeted recruitment, and tailor the development of existing marketing managers with greater confidence of achieving improved marketing department capabilities.

*Key Words: marketing department capabilities, technical competences, behavioural competences, courage traits, Delphi study.*

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Chris Richardson  
March 2018



# Identification and Analysis of Marketing Manager Competences that Determine Marketing Department Capabilities and the Underlying Importance of Courage Traits.

## Table of contents

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<b>1</b>	<b>CHAPTER ONE - INTRODUCTION .....</b>	<b>12</b>
1.1	The Context of the Thesis .....	13
1.2	Underlying Theory.....	15
1.2.1	Research Gaps, Research Questions and Key Contributions .....	16
1.3	Thesis Overview and Chapter Structure .....	18
1.4	Summary.....	22
<b>2</b>	<b>CHAPTER TWO - LITERATURE REVIEW.....</b>	<b>23</b>
2.1	Capabilities .....	24
2.1.1	Overview of Resource-based View of the Firm (RBV) and the Position of Capabilities .....	25
2.1.2	Avoiding Confusion with Other Terms Related to 'Capabilities' .....	27
2.1.3	Capabilities and Levels of Analysis in the Organisation .....	28
2.1.4	Capabilities Conclusion .....	35
2.2	Competences .....	37
2.2.1	What are Competences?.....	37
2.2.2	Key Elements of Competences.....	40
2.2.3	Support for the Technical Competence/Behavioural Competence Dichotomy.....	42
2.2.4	The relationship between technical and behavioural competences .....	47
2.2.5	Typologies and Taxonomies of Competences.....	48
2.3	Traits.....	51
2.3.1	What are personality traits and why do they matter?.....	51
2.3.2	'Conventional' Trait Theory or a 'Virtues Approach' to Measuring Personality Characteristics? .....	53
2.3.3	The Integrity of Character Strength and Virtues in Measuring Personality Traits .....	56
2.3.4	Conclusion .....	57
2.4	Summary and Conclusion to the Literature Review .....	58
<b>3</b>	<b>CHAPTER THREE – RESEARCH QUESTIONS AND METHODOLOGY.....</b>	<b>62</b>
3.1	Research gap, research question and contribution to knowledge .....	62
3.1.1	Research Gap .....	62

3.1.2	Research Questions.....	65
3.1.3	Research contribution.....	65
<b>3.2</b>	<b>Research Philosophy .....</b>	<b>69</b>
3.2.1	Ontological and Epistemological Foundations of the Research .....	70
<b>3.3</b>	<b>Examination and Justification of Research Strategy and Design .....</b>	<b>72</b>
3.3.1	Strategy and Design .....	72
3.3.2	Areas of theory and how they relate to methods used .....	73
3.3.3	Which Qualitative Method? .....	75
3.3.4	Which Quantitative Research Method? .....	85
<b>3.4</b>	<b>Ethical Approval of the Complete Research Programme .....</b>	<b>87</b>
<b>4</b>	<b>CHAPTER FOUR - DELPHI STUDY.....</b>	<b>90</b>
<b>4.1</b>	<b>The Delphi Research Plan .....</b>	<b>91</b>
4.1.1	Sample Selection .....	91
4.1.2	Delphi Objectives, Questionnaire Design and Analysis Methods .....	95
<b>4.2</b>	<b>Delphi Round One – Idea Generation .....</b>	<b>100</b>
4.2.1	Objective .....	100
4.2.2	Delphi Round One Questions .....	100
4.2.3	Targeted Respondents and Round One Participants .....	101
4.2.4	Analysis of results.....	102
4.2.5	Processing of Results for next Delphi Round .....	104
<b>4.3</b>	<b>Delphi Round Two – Relative Importance .....</b>	<b>106</b>
4.3.1	Objective .....	106
4.3.2	Delphi Round Two Questions.....	106
4.3.3	Targeted Respondents and Round Two Participants .....	107
4.3.4	Analysis of results.....	107
4.3.5	Processing of Results for next Delphi Round .....	109
<b>4.4</b>	<b>Delphi Round Three – Ratification and Relationships .....</b>	<b>116</b>
4.4.1	Objective .....	116
4.4.2	Delphi Round Three Questions .....	116
4.4.3	Targeted Respondents and Round Three Participants.....	117
4.4.4	Analysis of Results.....	117
<b>4.5</b>	<b>Summary and Conclusions of Delphi Study .....</b>	<b>121</b>
<b>5</b>	<b>CHAPTER FIVE - DISCUSSION OF DELPHI STUDY AND DEVELOPMENT OF RESEARCH SURVEY HYPOTHESES .....</b>	<b>124</b>
<b>5.1</b>	<b>Discussion of Delphi Results .....</b>	<b>124</b>
5.1.1	Technical competences of greatest importance .....	124
5.1.2	<b>Behavioural Competences of Greatest Importance .....</b>	<b>126</b>
5.1.3	Traits of Greatest Importance .....	128
<b>5.2</b>	<b>Delphi Results as a Basis for Research Survey .....</b>	<b>131</b>
<b>5.3</b>	<b>Marketing Department Capabilities .....</b>	<b>132</b>
<b>5.4</b>	<b>Hypotheses .....</b>	<b>133</b>

5.4.1	The Relationship between Technical Competences, Behavioural Competences, Courage Traits and Marketing Department Capabilities .....	134
5.4.2	The Relationship between Technical Competences and Behavioural Competences .....	135
5.4.3	The Relationship between Courage Traits and Behavioural Competences .....	136
5.5	<b>Conceptual Model.....</b>	<b>137</b>
<b>6</b>	<b>CHAPTER SIX – RESEARCH SURVEY .....</b>	<b>139</b>
6.1	<b>The Cross-sectional Survey Research Plan .....</b>	<b>141</b>
6.1.1	Unit of Analysis – Marketing Manager and Marketing Department.....	141
6.1.2	Sample Population and Targeted Respondents .....	141
6.1.3	Research Survey Objectives and Research Questions.....	142
6.1.4	Pilot Testing and Respondent Consent .....	145
6.1.5	Final Questionnaire .....	146
6.2	<b>Preparing, Describing and Assessing Characteristics of Data .....</b>	<b>146</b>
6.2.1	Sample Frame .....	146
6.2.2	Data Correction and Missing Responses .....	146
6.2.3	Sampling Error – Gender and Organization Size .....	147
6.2.4	Respondent Suitability and Response Rate.....	148
6.2.5	Test for Normality – Skewness and Kurtosis .....	148
6.2.6	Dealing with Outliers – Cases Reduced from 328 to 286 .....	149
6.2.7	Non-response error – earlier versus late respondents .....	149
6.2.8	Social Desirability Bias.....	151
6.3	<b>Measurement Model Development .....</b>	<b>151</b>
6.3.1	Full Measurement Model.....	152
6.3.2	Courage Traits Measurement Model .....	153
6.3.3	Competences Measurement Model .....	156
6.3.4	Marketing Department Capabilities Measurement Model.....	160
6.3.5	Conclusion regarding Full Measurement Model.....	162
6.4	<b>Full Structural Model and Testing of Hypotheses .....</b>	<b>162</b>
6.4.1	Formulation of Composite Variables for Hypothesis Testing.....	162
6.4.2	Analysis of Structural Model at Second Order Level .....	163
6.4.3	Structural Model Results and Support for Hypotheses.....	165
6.4.4	Conclusions of Hypothesis Testing.....	166
6.5	<b>Post Hoc Testing of Expanded Structural Model at First Order Level .....</b>	<b>166</b>
6.5.1	Approach to Testing of First Order Construct Relationships.....	166
6.5.2	Re-examination at First Order Construct Level of Hypothesized Relationships .....	169
6.5.3	Summary of Research Survey.....	177
<b>7</b>	<b>CHAPTER SEVEN - DISCUSSION OF RESEARCH SURVEY RESULTS .....</b>	<b>179</b>
7.1	<b>The Influence of Technical Competences on Marketing Dept. Capabilities .....</b>	<b>181</b>
7.2	<b>The Influence of behavioural competences on Marketing Dept. Capabilities .....</b>	<b>183</b>
7.3	<b>The Moderating Influence of Behavioural Competences on the Relationship between Technical Competences and Marketing Department Capabilities.....</b>	<b>186</b>
7.4	<b>The Influence of Courage Traits on Behavioural Competences .....</b>	<b>188</b>
7.5	<b>The Direct Influence of Courage Traits on Marketing Department Capabilities .....</b>	<b>189</b>

<b>7.6</b>	<b>The Pervasive Influence of Courage.....</b>	<b>191</b>
<b>7.7</b>	<b>Study Limitations .....</b>	<b>192</b>
7.7.1	Delphi Study .....	192
7.7.2	Research Survey .....	192
<b>7.8</b>	<b>Summary of Discussion .....</b>	<b>194</b>
<b>8</b>	<b>CHAPTER EIGHT - CONCLUSION .....</b>	<b>196</b>
<b>8.1</b>	<b>Introduction .....</b>	<b>196</b>
<b>8.2</b>	<b>Context of Study and Research Aim .....</b>	<b>196</b>
<b>8.3</b>	<b>Summary of Key Findings .....</b>	<b>197</b>
<b>8.4</b>	<b>Key Contributions to strategic marketing Theory .....</b>	<b>200</b>
<b>8.5</b>	<b>Minor theoretical and methodological contributions.....</b>	<b>204</b>
<b>8.6</b>	<b>Contribution to Managerial Practice and Education .....</b>	<b>206</b>
<b>8.7</b>	<b>Reflections on Research Approach .....</b>	<b>208</b>
<b>8.8</b>	<b>Directions for Future Development and Research .....</b>	<b>211</b>
<b>8.9</b>	<b>Conclusion.....</b>	<b>214</b>
<b>9</b>	<b>REFERENCES.....</b>	<b>217</b>

<b>10</b>	<b>APPENDIX.....</b>	<b>227</b>
	<b>APPENDIX A LITERATURE REVIEW (CH. 2) .....</b>	<b>228</b>
Appendix A.1	Marketing capabilities, their level in the organisation and link to business performance 228	
Appendix A.2	Taxonomies of Competence .....	232
	<b>APPENDIX B METHODOLOGY (CH.3).....</b>	<b>241</b>
Appendix B.1	Ethical Approval Application.....	242
Appendix B.2	Ethical Approval Confirmation.....	246
	<b>APPENDIX C DELPHI STUDY (CH. 4) .....</b>	<b>247</b>
Appendix C.1	Delphi Study – Targeted Participants .....	248
Appendix C.2	Invitation to Participants – Example .....	249
Appendix C.3	Consent Form .....	250
Appendix C.4	Delphi Round One Questionnaire – Practitioners.....	251
Appendix C.5	Delphi Round One Questionnaire – Academics .....	258
Appendix C.6	Delphi Round Two Questionnaire .....	264
Appendix C.7	Delphi Round Three Questionnaire.....	274
Appendix C.8	Likert Analysis Results, Delphi Round Two - also showing ranking and mean centred values 283	
Appendix C.9	Constant Sum Results, Delphi Round Two - also showing ranking and mean centred values 284	
Appendix C.10	Ranking Results, Delphi Round Two - also showing ranking and mean centred values ..	285
Appendix C.11	Correlation of Likert, Constant Sum and Ranking Results, Delphi Round Two .....	286
Appendix C.12	Character Strengths and Virtues - Categorization of Character Strengths to Virtue Groups (Peterson and Seligman 2004) .....	287
Appendix C.13	Delphi Round Two – Rationale of Categorization of Trait Characteristics .....	289
Appendix C.14	Notes of Categorization of Traits to Virtue Groupings .....	290
	<b>APPENDIX D RESEARCH SURVEY (CH. 6) .....</b>	<b>293</b>
Appendix D.1	Measurement Scales .....	294
Appendix D.2	Invitation Email to Participants .....	299

<b>Appendix D.3</b>	<b>Research Survey Questionnaire .....</b>	<b>300</b>
<b>Appendix D.4</b>	<b>Preparing, Describing and Assessing Characteristics of Data.....</b>	<b>314</b>
Appendix D.4.1	Sample .....	314
Appendix D.4.2	Sampling Error Analyses.....	316
Appendix D.4.3	Research Survey – Listing of all 328 respondents .....	318
Appendix D.4.4	Test for Normality – Skewness and Kurtosis .....	326
Appendix D.4.5	Non-Response Error .....	328
Appendix D.4.6	Social Desirability Bias .....	332
Appendix D.4.7	Tests for Formative Constructs .....	333
Appendix D.4.8	Tests of Construct Validity Tests for Technical and behavioural competences (formative variables) .....	334
<b>Appendix D.5</b>	<b>Structural Model Tests .....</b>	<b>340</b>
Appendix D.5.1	Abbreviation Terms used in Structural Model Analyses .....	340
Appendix D.5.2	Creation of Composite Variable .....	341
Appendix D.5.3	Structural Model (Sec Order Variables) – Hayes Process SPSS Output .....	343
Appendix D.5.4	First Order Variable, Full Structural Model (AMOS SEM) .....	346
Appendix D.5.5	First Order Model Tests in SPSS – direct determinants of marketing department capabilities .....	347
Appendix D.5.6	First Order Model Tests in SPSS – courage as determinants of behavioural competences .....	352
Appendix D.5.7	Tables of Regression on marketing department capabilities at 3 Levels of Moderating Variable .....	353
<b>APPENDIX E</b>	<b>MEASUREMENT MODEL TESTING AND TEST OF FIT, RELIABILITY AND VALIDITY - GUIDANCE FOR REFERENCE.....</b>	<b>354</b>

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# List of Figures and Tables

## FIGURES

FIGURE 1-1: STRATEGIC MARKETING WILL DRAW ON 3 OTHER DOMAINS OF RESEARCH .....	16
FIGURE 1-2: OVERVIEW OF THESIS STRUCTURE .....	19
FIGURE 2-1: SECTIONS OF LITERATURE REVIEW AND AREAS OF THEORY COVERED .....	23
FIGURE 2-2: ASSETS, CAPABILITIES AND RESOURCES .....	26
FIGURE 2-3: GRANT'S MODEL OF ORGANIZATIONAL CAPABILITY - TAKEN FROM (GRANT, 1996, P.378) .....	29
FIGURE 2-4: MARKETING CAPABILITIES (VORHIES ET AL., 2009) .....	30
FIGURE 2-5: FUNCTIONAL MARKETING CAPABILITIES – TYPES – ADAPTED FROM (VORHIES ET AL., 2009) .....	32
FIGURE 2-6: INDIVIDUAL COMPETENCES FEEDING FUNCTIONAL CAPABILITIES .....	39
FIGURE 2-7: DIFFERENTIAL INDIVIDUAL COMPETENCES COMBINING TO CREATE INDIVIDUAL CAPABILITY .....	40
FIGURE 2-8: TECHNICAL AND BEHAVIOURAL COMPETENCES DICHOTOMY .....	42
FIGURE 2-9: TECHNICAL AND BEHAVIOURAL COMPETENCES – DIRECT (LEFT) AND MODERATING (RIGHT) RELATIONSHIPS IN INFLUENCING CAPABILITIES .....	48
FIGURE 2-10: MODEL OF COMPETENCES AND TRAITS SHOWING TRAITS AS A CATEGORY SEPARATE FROM TECHNICAL AND BEHAVIOURAL COMPETENCES .....	50
FIGURE 3-1: THEORETICAL LINKS BETWEEN TRAITS, COMPETENCES AND CAPABILITIES – NO EMPIRICAL SUPPORT .....	74
FIGURE 3-2: RESEARCH QUESTIONS REQUIRE TWO PHASES OF RESEARCH .....	75
FIGURE 4-1: THE MODIFIED DELPHI PROCESS .....	96
FIGURE 5-1: VERHOEF AND LEEFLANG (2009) CONCEPTUAL MODEL SHOWING MARKETING DEPARTMENT CAPABILITIES AS DETERMINANTS OF MARKETING'S INFLUENCE IN THE FIRM, MARKET ORIENTATION AND BUSINESS PERFORMANCE .....	133
FIGURE 5-2: CONCEPTUAL MODEL AND HYPOTHESES .....	137
FIGURE 6-1: FULL MEASUREMENT MODEL INCLUDING COURAGE TRAITS, TECHNICAL & BEHAVIOURAL COMPETENCES, AND MARKETING DEPARTMENT CAPABILITIES .....	152
FIGURE 6-2: COURAGE TRAITS: MEASUREMENT MODEL .....	154
FIGURE 6-3: COMPETENCES: MEASUREMENT MODEL SHOWING TECHNICAL COMPETENCES (TOP GROUPING) AND BEHAVIOURAL COMPETENCES (BOTTOM GROUPING) .....	156
FIGURE 6-4: MARKETING DEPARTMENT CAPABILITIES: MEASUREMENT MODEL .....	160
FIGURE 6-5: STRUCTURAL MODEL SHOWING PATH AND RELATED HYPOTHESES .....	162
FIGURE 6-6: STRUCTURAL MODEL AS CONCEPTUALIZED IN THE PROCESS MACRO FOR SPSS .....	164
FIGURE 6-7: STRUCTURAL MODEL STATISTICAL DIAGRAM AS DEPICTED BY THE PROCESS MACRO METHOD .....	164
FIGURE 6-8: STRUCTURAL MODEL SHOWING FIRST ORDER CONSTRUCTS TO BE TESTED .....	167
FIGURE 6-9: SUMMARY ILLUSTRATION OF STRUCTURAL MODEL WITH 5 PATHS .....	175
FIGURE 7-1: STRUCTURAL MODEL SHOWING HYPOTHESIZED AND NON-HYPOTHESIZED RELATIONSHIPS .....	179
FIGURE 7-2: GRAPHIC ILLUSTRATION OF ALL SIGNIFICANT RELATIONSHIPS AT FIRST ORDER VARIABLE LEVEL .....	184

## TABLES

TABLE 2-1: MODELS OF COMPETENCES CLASSIFICATION .....	44
TABLE 2-2: CHARACTER STRENGTHS AND VIRTUES (PETERSON AND SELIGMAN, 2004) .....	55
TABLE 3-1: SUMMARY OF RESEARCH GAP, RESEARCH QUESTIONS AND CONTRIBUTION .....	68
TABLE 3-2: RESEARCH STRATEGY AND RESEARCH DESIGN (ADAPTED FROM BRYMAN AND BELL, 2015) .....	73
TABLE 3-3: PROPOSED 'MODIFIED' DELPHI .....	84
TABLE 4-1: DELPHI ROUND ONE RESPONSE .....	101
TABLE 4-2: DELPHI ROUND ONE – CHARACTERISTICS IDENTIFIED FROM QUESTIONNAIRE RESPONSES .....	103
TABLE 4-3: DELPHI ROUND ONE - GROUPED CHARACTERISTICS AFTER PROCESSING AND INTER-RATING .....	105
TABLE 4-4: DELPHI ROUND TWO RESPONSE .....	107
TABLE 4-5: DELPHI ROUND TWO - CHARACTERISTICS, RATED AND RANKED BY CATEGORY (HIGHLIGHTING IS TO FACILITATE NAVIGATION ONLY) .....	108
TABLE 4-6: TECHNICAL COMPETENCES, CATEGORISED .....	110
TABLE 4-7: TECHNICAL COMPETENCES CATEGORIES WITH Z VALUES INDICATING RELATIVE IMPORTANCE .....	111
TABLE 4-8: BEHAVIOURAL COMPETENCES, CATEGORISED .....	112

TABLE 4-9: BEHAVIOURAL COMPETENCES CATEGORIES WITH Z VALUES INDICATING RELATIVE IMPORTANCE .....	113
TABLE 4-10: TRAITS, CATEGORISED .....	114
TABLE 4-11: TRAITS WITH Z VALUES INDICATING RELATIVE IMPORTANCE .....	115
TABLE 4-12: DELPHI ROUND THREE RESPONSE .....	117
TABLE 4-13: RELATIVE IMPORTANCE OF COMPETENCE AND TRAIT CATEGORIES .....	118
TABLE 4-14: RELATIVE IMPORTANCE OF CHARACTERISTICS - DELPHI TWO AND THREE CORRELATION .....	119
TABLE 4-15: THE INFLUENCE OF BEHAVIOURAL COMPETENCES ON TECHNICAL COMPETENCES .....	120
TABLE 4-16: THE INFLUENCE OF TRAITS ON BEHAVIOURAL COMPETENCES .....	121
TABLE 4-17: DELPHI ROUNDS RESPONDENT SUMMARY .....	121
TABLE 5-1: TECHNICAL COMPETENCES WITH UNSUITABLE OR LOW INFLUENCE AREAS ELIMINATED .....	125
TABLE 5-2: THE MOST INFLUENTIAL TECHNICAL COMPETENCES.....	126
TABLE 5-3: BEHAVIOURAL COMPETENCES WITH LOW INFLUENCE AREAS ELIMINATED .....	127
TABLE 5-4: THE MOST INFLUENTIAL BEHAVIOURAL COMPETENCES .....	127
TABLE 5-5 TRAITS WITH LOW INFLUENCE AREAS ELIMINATED.....	128
TABLE 5-6: THE MOST INFLUENTIAL TRAITS, COURAGE TRAITS.....	131
TABLE 5-7: RESEARCH QUESTIONS .....	132
TABLE 5-8: RESEARCH QUESTIONS AND CORRESPONDING HYPOTHESES.....	136
TABLE 6-1: COURAGE TRAITS - MEASUREMENT MODEL – MODEL FIT INDICES, REGRESSION WEIGHTS AND CONSTRUCT VALIDITY DATA .....	155
TABLE 6-2: COMPETENCES – MEASURES OF MULTICOLLINEARITY .....	158
TABLE 6-3: FACTOR LOADINGS AND SIGNIFICANCE T STATISTICS FOR THE 6 COMPETENCES ON SELF-EFFICACY .....	159
TABLE 6-4: MARKETING DEPARTMENT CAPABILITIES - MEASUREMENT MODEL – MODEL FIT INDICES, REGRESSION WEIGHTS AND CONSTRUCT VALIDITY DATA .....	161
TABLE 6-5: RESULTS OF STRUCTURAL MODEL PROCESS MACRO IN SPSS.....	165
TABLE 6-6: HYPOTHESIS TEST RESULTS - STRUCTURAL MODEL .....	165
TABLE 6-7: TC->MDC FIRST ORDER PATHS AND COEFFICIENTS.....	170
TABLE 6-8: BC->MDC FIRST ORDER PATHS AND COEFFICIENTS .....	171
TABLE 6-9: BCXTC->MDC FIRST ORDER PATHS AND COEFFICIENTS .....	172
TABLE 6-10: COU->BC FIRST ORDER PATHS AND COEFFICIENTS.....	173
TABLE 6-11: COU->MDC FIRST ORDER PATHS AND COEFFICIENTS .....	174
TABLE 6-12: NEGATIVE RESULTS ANALYSIS - DETERMINANTS OF MARKETING DEPARTMENT CAPABILITIES (NS = NON-SIGNIFICANT) .....	176
TABLE 7-1: SUMMARY OF HYPOTHESIS TESTS RESULTS.....	179
TABLE 7-2: THE SIGNIFICANT INFLUENCES OF INDIVIDUAL COMPETENCES AND COURAGE TRAITS ON MARKETING DEPARTMENT CAPABILITIES – FIRST ORDER LEVEL.....	180
TABLE 7-3: THE SIGNIFICANT INFLUENCES OF INDIVIDUAL COURAGE TRAITS ON BEHAVIOURAL COMPETENCES – FIRST ORDER LEVEL .....	181
TABLE 7-4: SUMMARY OF DETERMINANTS OF MARKETING DEPARTMENT CAPABILITIES WITH ADDITIONAL INFLUENCE OF COURAGE TRAITS VIA MEDIATION PATH OF BEHAVIOURAL COMPETENCES (RELATIONSHIPS BETWEEN FIRST ORDER VARIABLES) .....	185
TABLE 8-1: THE MOST INFLUENTIAL TECHNICAL COMPETENCES.....	197
TABLE 8-2: THE MOST INFLUENTIAL BEHAVIOURAL COMPETENCES .....	198
TABLE 8-3: THE MOST INFLUENTIAL TRAITS; COURAGE TRAITS.....	198
TABLE 8-4: SUMMARY OF DETERMINANTS OF MARKETING DEPARTMENT CAPABILITIES WITH ADDITIONAL INFLUENCE OF COURAGE TRAITS VIA MEDIATION PATH OF BEHAVIOURAL COMPETENCES .....	199



# 1 CHAPTER ONE - INTRODUCTION

The aim of this thesis is *to determine the marketing manager characteristics that positively influence the capabilities of the marketing department*. The domain of literature that the thesis will contribute to is that of strategic marketing, which can be defined as the field of study involving “...decisions in the realm of marketing that are of major consequence from the standpoint of its long term performance” (Varadarajan, 2010, p.123). Varadarajan stresses that this view encompasses marketing actions, activities and behaviours.

For the purposes of this dissertation, the term *marketing manager* is used to describe a manager in marketing, or any management position that has marketing mix responsibility. This includes such positions as product manager, brand manager and, what is often a line manager role, the position of marketing manager itself. The research will examine marketing managers in the UK.

The writer’s Interest in this field emanates from two areas: firstly, from a marketing practitioner career of 30 years, observing marketing managers of widely varying character and ability, and questioning which characteristics were the most relevant to the capabilities of the marketing department; and secondly, a recognition that little marketing theory deals with desirable characteristics that might be found in, what may be regarded as, effective marketing managers, adding to the capabilities of the marketing function. Eight years lecturing marketing in higher education has also shown there to be a dearth of *marketing management* student texts which deal directly with attributes of managers in marketing; especially so, in the area of personal characteristics. Alongside technical knowledge of marketing, such guidance will potentially help students to become more effective marketing managers.

In the light of this, it was particularly interesting to observe, when entering academia in 2008, that the capabilities of the marketing function was a subject of academic research; particularly in the areas of market orientation, the role of marketing and the influence of marketing within the firm. These are the streams of marketing literature that captured the writer’s interest and presented the opportunity to undertake research which, it is hoped, will make a difference to the effectiveness of marketing managers and the capabilities of marketing departments.

At the outset, however, it would be appropriate to explore and explain the meaning of *effectiveness* in the context of this study.

## ***Marketing manager effectiveness***

Effectiveness is defined in the strategic marketing literature as “the ability to reach the goal” (Hanssens and Pauwels, 2016). Within the human resource management domain, effective job performance, is defined as being “...the attainment of specific results required by the job through specific actions” (Boyatzis, 1982, p.12). However, Boyatzis stresses the importance of the pervading organisational environment and how this may influence any assessment of effectiveness. Hanssens and Pauwels (2016) make a similar point in stating that goals or objectives differ significantly between and within firms, and that measures of effectiveness may be appropriate in one situation but not another. The difficulty this shows in attempting to define the broad scope of effectiveness in the marketing context, is demonstrated by Brooks and Simkin (2012), who found over 250 individual metrics which could be used in measuring marketing effectiveness.

It is, therefore, likely that identifying a particular profile of marketing effectiveness or marketing manager effectiveness, would limit research respondents to a perspective of effectiveness they may not share; it may fall short of describing the perceptions of the CEOs or senior executives to whom such marketing managers may be answerable.

For this reason, this thesis does not focus on measures of effectiveness, but on the characteristics of marketing managers that are required to achieve effectiveness in their role: a role that is likely to vary in scope between organisations. Boyatzis maintains that these characteristics, or competences, “enable him or her to demonstrate the specific actions....the capability he or she brings to the job situation” (Boyatzis, 1982, p.12). The research’s purpose is to garner different perspectives of marketing manager effectiveness and, in doing so, gain a broader view of the range of personal characteristics required to be effective in such a job role.

This introduction will continue with an overview of the background context which has stimulated the research aim and will move on to briefly explain the wider areas of theory that have been consulted to acquire a clearer understanding of influences within strategic marketing. This finishes with a brief summary of the research gap, questions and contribution. This introductory chapter concludes with an overview of the thesis’ chapter structure, indicating the content and purpose of each section.

## **1.1 The Context of the Thesis**

In their 1990 paper, Kohli and Jaworski (1990) established the term *market orientation* within the marketing literature, where they discuss the construct and its managerial implications. Over the

same period, the positive relationship between market orientation and business performance was established (Narver and Slater, 1990). Further research from Jaworski and Kohli (1993) supported this finding, and also highlighted the importance of particular behaviours in firms which enhance market orientation. They found, for example, that interdepartmental connectedness in firms was important in creating market orientation and that senior managers' risk taking was also desirable (ibid., p.64). The authors also encouraged further research into personality characteristics and attitudes that might help market orientation.

Important though marketing orientation is, however, its growth in other departments in the firm, risks diminishing the role of the marketing department itself in contributing to a firm's financial performance, maintaining customer relationships and developing new products (Moorman and Rust, 1999). This potential diminishing of influence of the marketing department, was being voiced at the same time that criticisms were emerging of marketers themselves. Marketers were being accused of: not being prepared to be accountable for marketing expenditures (Rust et al., 2004, Ambler, 2003, Baker and Holt, 2004); being peddlers of fads (McDonald and Wilson, 2004); being fly-by-night and profligate individuals (Matthews, 2002); and even as being regarded by non-marketers as untouchable and slippery (Baker and Holt, 2004). Schultz cited marketing as getting no respect in the boardroom and described the marketing department as getting pushed "lower down the corporate hierarchy" (Schultz, 2003, p.9). Criticisms were also being levelled, beyond those of accountability and use of metrics, to poor strategy in targeting and positioning, mediocre advertising and poorly allocated spending (Clancy and Stone, 2005).

In response to such critical evaluations of marketing managers and marketing departments, the Marketing Science Institute (MSI) published research priorities in for 2006-2008 highlighting the areas of *marketing metrics* and *characteristics of successful marketing teams* as important areas requiring research attention (MSI, 2006). Academic research subsequently demonstrates a link between the measurement of marketing's performance and a firm's financial performance (O'Sullivan and Abela, 2007). Further research also empirically establishes the importance of marketing department influence in determining business performance, and in doing so identify four key areas of marketing department capability: accountability, innovativeness, customer connectedness and inter-departmental integration (Verhoef and Leeflang, 2009, Verhoef et al., 2011).

Looking at the criticisms of marketing voiced over this period, it is apparent that criticism covers both knowledge and skills, and areas of attitude or characteristics. However, the response of the academic community to MSI's 'clarion call', primarily involved the enhancement of knowledge and

skills in marketing managers, in areas such as metrics, and little discussion of personal characteristics and attitudes. Furthermore, the unit of measurement has sometimes been unclear; is it the marketing department or the marketing manager that should be the focus of change?

It is here that the seed of this thesis is sown. Little attention has been paid by academic researchers to identifying which are the most important characteristics in individual marketing managers; managers who, with fellow managers, constitute the key decision makers in the department and, as such, are likely to determine marketing department capabilities. From this observation two clear research objectives emerge: firstly *to identify the key competences and traits of the most effective marketing managers*; and secondly *to determine the nature and extent of the influence relationships between marketing manager competences and traits, and marketing department capabilities*.

## 1.2 Underlying Theory

The research objectives stated above, lead the researcher into theory domains outside that of strategic marketing alone. This section provides an overview of the areas of theory that this research will draw on.

It has been commented that the two key areas that dominated marketing thinking during the 1990s were *market orientation* and the *resource based view of the firm or RBV* (Hooley et al., 1998, Evanschitzky, 2007). These two areas of study emanate from different fields of research: marketing orientation from strategic marketing and RBV from the strategic management domain. The previous section demonstrated how strategic marketing has drawn on RBV theory from strategic management, particularly regarding to the role of marketing within the firm (Moorman and Rust, 1999) and marketing department influence (Verhoef and Leeflang, 2009, Verhoef et al., 2011). RBV theory supports the assumption that organisational capabilities, such as those that reside in marketing managers, combine with the assets of the organisation to, potentially, deliver sustainable competitive advantage (Wernerfelt, 1984, Barney, 1991). However, neither RBV nor strategic marketing literature explores individual capabilities. While they do recognize the importance of capabilities at individual level, theoretical and empirical research is limited to departmental or functional level. Other areas of theory are, therefore, required to provide guidance regarding the examination of individual level capabilities.

As the literature review will explain, this limitation of both the strategic management and strategic marketing literature means that to explore individual capabilities, it is necessary to draw on theory from human resource management (HRM); specifically competence theory. This enables the nature

of capabilities at the individual level to be explored. Using the term *competences* to describe individual capacities, the chapter explores the technical/behavioural competence dichotomy and why this distinction is important. These individual competences, however, are, themselves influenced by more permanent or stable characteristics in the form of cognitive ability and personality traits and while these areas are discussed extensively in HRM literature, frameworks for the examination of these traits requires reference to psychology literature. As the literature review will explain, theory relating cognitive traits to organisational performance is well established. This aspect of the research will, therefore, be limited to an examination of personality traits, and the review will utilize the field of positive psychology, as a source of guidance in identifying trait characteristics.

This thesis, therefore, in contributing to the strategic marketing literature, draws on three other domains of theory and research: strategic management, HRM and psychology, all of which help identify the research gaps and frame the research questions, the answers to which will offer an important contribution to theory and practice (Figure 1-1).



Figure 1-1: Strategic marketing will draw on 3 other domains of research

### 1.2.1 Research Gaps, Research Questions and Key Contributions

The aim of this research is to *determine marketing manager characteristics that positively influence the capabilities of the marketing department*. This is broken down into two research objectives which direct the researcher towards other domains of theory in addition to strategic marketing.

Following analysis of the existing literature, the specific research gaps within strategic marketing theory are identified, based on which the research questions are set. By way of an introduction to this thesis, a summary of the research gaps, research questions and contributions of this thesis are given below.

The first objective of this thesis is: *to identify the key competences and traits of the most effective marketing managers*. This results in the identification of the first group of research gaps comprising three elements:

*G1 – We do not know which technical competences are important in the most effective marketing managers*

*G2 – We do not know which behavioural competences are important in the most effective marketing managers*

*G3 - We do not know which Traits are most important in the most effective marketing managers.*

The second objective of this thesis is: *to determine the nature and extent of the influence relationships between marketing manager competences and traits, and marketing department capabilities*. This results in the identification of a second group of research gaps comprising three elements:

*G4 - We do not know what the extent to which technical competences, behavioural competences and traits influence marketing department capabilities*

*G5 – We do not know the nature of the relationship between technical and behavioural competences*

*G6 - We do not know the influence of particular traits on behavioural competences*

The research questions reflecting these gaps, are as follows:

*RQ1 - What are the technical competences prevalent in the most effective marketing managers?*

*RQ2 - What are the behavioural competences prevalent in the most effective marketing managers?*

*RQ3 - What are the traits prevalent in the most effective marketing managers?*

*RQ4 - To what extent do technical competences, behavioural competences and traits influence marketing department capabilities?*

*RQ5 - What is the nature of the relationship between technical and behavioural competences?*

*RQ6 - To what extent do traits influence behavioural competences?*

The most important contributions of this thesis can be summarized as :

Contribution One – The identification of the most influential competences and traits of effective marketing managers.

Contribution Two – The finding that behavioural competences in marketing managers interact with technical competences to positively influence marketing department capabilities.

Contribution Three – The identification of a group of particular marketing manager competences and traits which positively influence the marketing department capabilities identified by Verhoef and Leeflang (2009) and Verhoef et al (2011)

Contribution Four – The finding that courage traits have a pervasive and positive influence on marketing department capabilities.

The next section will give an overview of the thesis structure.

### **1.3 Thesis Overview and Chapter Structure**

The research aim of this thesis is *to determine the marketing manager characteristics that positively influence the capabilities of the marketing department*. This involves a mixed methods research design beginning with a qualitative study to identify personal characteristics, followed by a quantitative study measuring their inter-relationship and their influence on marketing department capabilities. This two stage, mixed methods approach is reflected in the structure of the thesis. Chapter Two's literature review will be followed by Chapter Three which will identify research questions and discuss methodology. Chapter Four will present the qualitative stage of the research: a 'modified Delphi' study; and this will be followed by an intermediate chapter, Chapter Five, which will clarify the constructs to be assessed based on the results of the Delphi study. This section will also present the conceptual model and hypotheses. The quantitative research survey and results will then follow in Chapter Six and will be discussed in Chapter Seven. The thesis will finish, in Chapter Eight, with conclusions of the thesis. The content of these chapters is shown in Figure 1-2 and is expanded upon in the following sections.

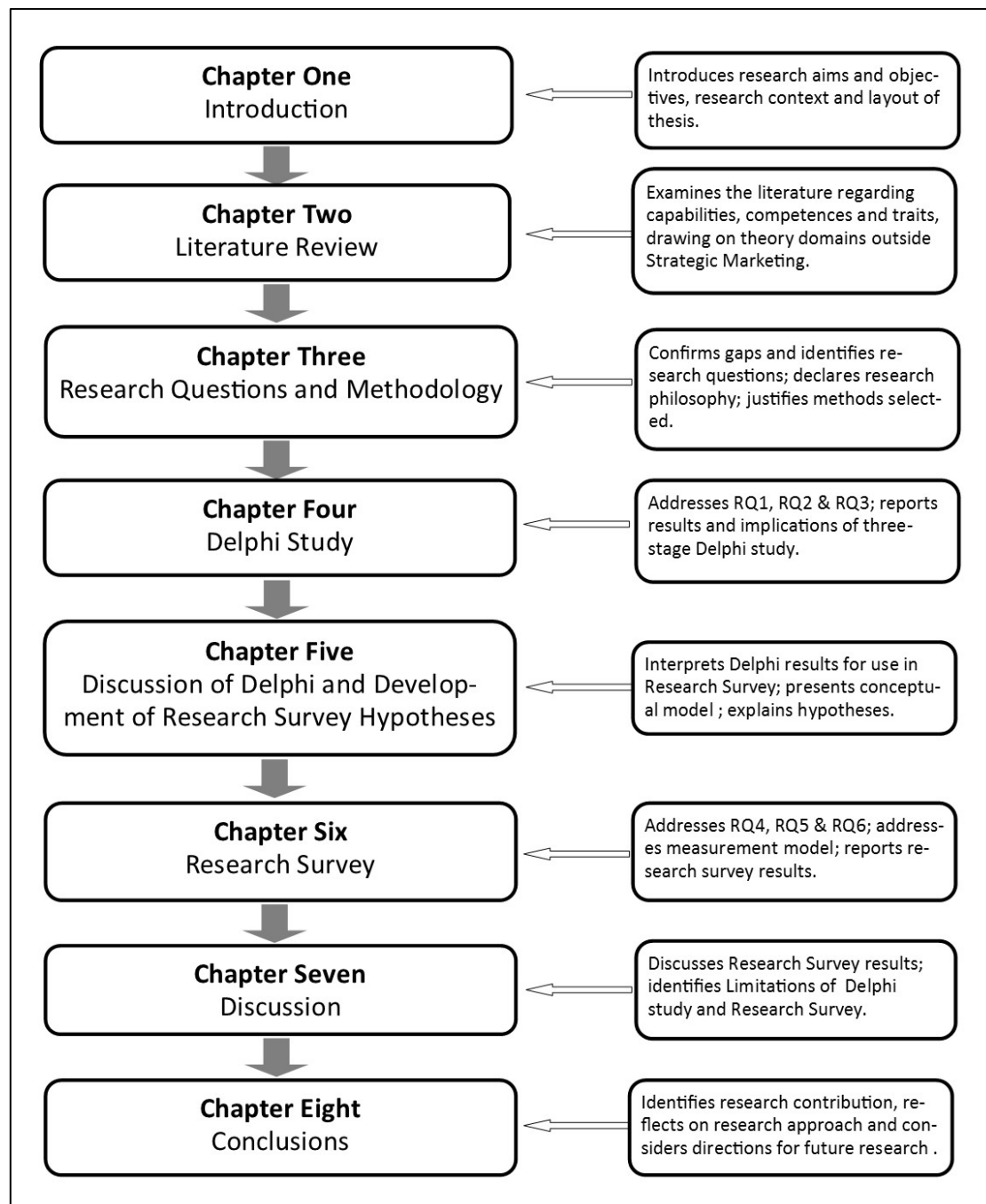


Figure 1-2: Overview of Thesis Structure

## Chapter Two – Literature Review

The literature review is split into three main sections, each of which covers a different area of theory. It begins by examining the nature of capabilities within the context of RBV theory and this sets the context of the thesis. The next section examines individual capacities using competence theory from HRM literature, and the final section examines trait theory from psychology; particularly *character strengths and virtues* theory from the field of positive psychology. Examining these three



areas enables the nature of individual marketing manager characteristics to be considered in the context of marketing department capabilities. It is the relationship between these areas which is fundamental to the theoretical model and hypotheses that are set.

### ***Chapter Three – Research Questions and Methodology***

Based on the objectives and the theoretical analyses in the literature review, the gaps in knowledge are identified along with their resulting research questions. These research questions form the focus of the research and highlight the contribution that the research will give to strategic marketing theory. The research philosophy adopted is discussed and the need to adopt a critical realist position in answering the research questions, is explained. Finally, alternative qualitative and quantitative methods are briefly examined and, based on research questions and philosophy, a rationale is provided for the methods adopted: a Delphi study followed by a research survey.

### ***Chapter Four – Delphi Study***

This chapter is qualitative in nature and constitutes the exploratory stage of the research: a three stage, UK focused, Delphi study. Here the first three research questions are addressed and marketing manager competences and traits are identified and grouped into three categories of technical competences, three categories of behavioural competences and six categories of traits. The results of this Delphi study form the basis of the quantitative study. However, they require analysis and processing before this can proceed and this is dealt with in the intermediate chapter which follows.

### ***Chapter Five – Discussion of Delphi and Development of Research Survey Hypotheses***

The Delphi study produced significant amounts of data. While this data is processed and categorised as part of the Delphi process itself, further analyses and ordering of this data are necessary in the interests of clarity and parsimony. This intermediate chapter takes the constructs and the categories of competences and traits from the Delphi study and simplifies them by eliminating those categories of technical competences, behavioural competences and traits which have least influence. This leaves those that are most likely to demonstrate an influence on marketing department capabilities in statistical analysis, and removes constructs from statistical models which are unlikely to demonstrate any significant effects. A particularly important aspect of this process is the decision to restrict traits to the category of *courage traits*, due to their influence being far in excess of other trait categories.

This simplification of constructs and their categories within technical competences, behavioural competences and traits, enables a conceptual model to be created on the basis of which hypotheses are developed which tackle the three remaining research questions which form the basis of the research survey.

### ***Chapter Six – Research Survey***

This chapter comprises the quantitative stage of the research. It consists of a research survey carried out with a sample of 328 UK marketing managers and examines the hypothesized influences between courage traits, technical competences, behavioural competences and marketing department capabilities. The outcome variable of the conceptual model, is the higher, or second order construct of marketing department capabilities, which comprises five lower, or first order constructs with measurement items.

Hypotheses are tested by examining the relationships between the higher order constructs of marketing department capabilities, technical competences, behavioural competences and courage traits. *Post hoc* testing is then undertaken with lower order constructs, to explore hypothesis results and reveal the most importance individual characteristics within these categories.

### ***Chapter Seven – Discussion of Research Survey Results***

The discussion chapter examines the results of the research survey in relation to theory and the hypotheses set regarding the expected relationships between the higher order constructs of technical competences, behavioural competences, courage traits and marketing department capabilities. It also considers the implications of the more detailed *post hoc* tests carried out at lower order construct; that is, between individual competences traits and capabilities. The pervasive influence of courage traits, evident from the results, is also discussed. The chapter concludes with an examination of the limitations of both the Delphi study and research survey.

### ***Chapter Eight – Conclusion***

The concluding chapter of the thesis identifies the key contributions of the research along with a separate detailing of lesser contributions to theory and methodology. Implications for managerial practice and education are also addressed. The chapter continues with a reflective look at the approach taken to the research process and concludes with an identification of future development and research opportunities emerging from these reflections and the research limitations.

## ***Appendix***

The appendix to the thesis is extensive and is split by related chapter (eg. Appendix A related only to Chapter Two, Appendix B to Chapter 3 etc). The purpose of the appendix is to remove extensive analyses which may interrupt the flow of the main text. Primarily, they provide evidential support for certain statements or conclusions in the text.

## **1.4 Summary**

This research thesis has emerged from a personal interest in the criticisms of marketing practitioners found in the strategic marketing literature stretching back 20 years, and a recognition that the academic community's response to this has concentrated on the development of knowledge and skills, and largely ignored the personal characteristics of the marketing managers. Strategic marketing theory, utilising RBV theory from the domain of strategic management, forms the theoretical context for this research, which then draws on competence theory from HRM and trait theory from psychology, to provide the framework to connect individual characteristics to departmental level capabilities. This enables analysis of these characteristics; specifically the marketing manager level determinants of marketing department capabilities. Previous research has demonstrated the effectiveness of these capabilities in influencing business performance. The section finishes by explaining the extended structure of the thesis, necessitated by the inclusion of both qualitative and quantitative research stages.

The thesis will continue, therefore, with a detailed analysis of the areas of literature and theory which has informed the research and exposed the research gap. The literature review will help frame the research questions, the answers to which will contribute to the strategic marketing literature and to marketing practice.

## 2 CHAPTER TWO - LITERATURE REVIEW

### *Introduction*

The purpose of this literature review is twofold. Firstly, it will introduce the three key areas of theory that this research draws on. This will enable the reader to understand the theoretical context of the research and research aim, which is *to determine the marketing manager characteristics that positively influence the capabilities of the marketing department*. Secondly, by examining existing theory, the review will enable gaps to be exposed that offer opportunities for a research contribution. Chapter Three will summarize these gaps in knowledge and identify the research questions to address them. In answering these questions, the research will provide a valuable contribution to marketing theory.

Regarding the specific areas of theory to be considered in this thesis, the literature review will begin by examining the theoretical context of marketing capabilities: the resource-based view of the firm or RBV. This will draw predominantly from the strategic management literature. It will explain the origins and principles of RBV and consider how strategic marketing has drawn on this theory. As the text will explain, strategic marketing adopts the principles of RBV in dealing with organisational and marketing department capabilities. However, although individual level capabilities are acknowledged, none of the strategic management or strategic marketing literature explores them in detail. In order to address this gap in strategic marketing theory, two other domains of research are drawn on: human resource management (HRM) literature, specifically, competence theory; and psychology literature, specifically trait theory from positive psychology. These three areas are illustrated in Figure 2-1.

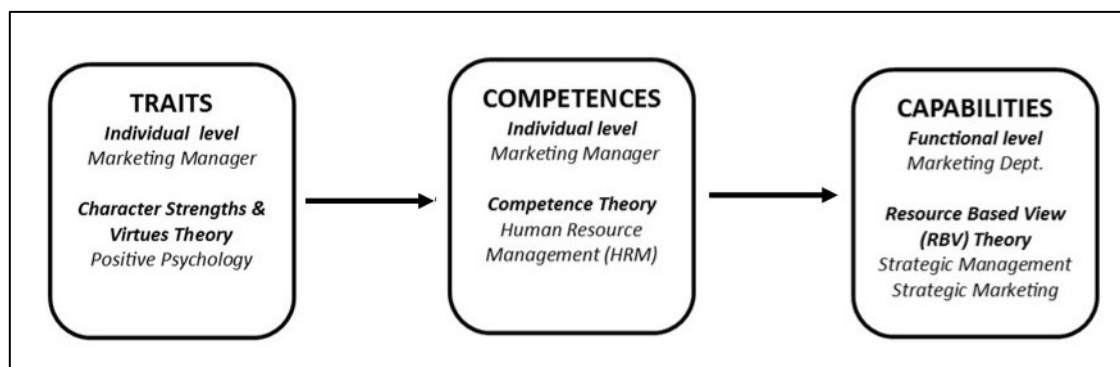


Figure 2-1: Sections of literature review and areas of theory covered

The second section of the literature review, therefore, examines competence theory, which deals with the capacities of the individual. As such, these are proposed as determinants of departmental capabilities. Competence theory, particularly the technical/behavioural competence dichotomy, is used to develop a framework for the evaluation of marketing managers, in line with the objectives of the research. It should be noted that the term *capacities* will be used throughout this literature review as a generic term for both competences and capabilities.

As areas of competence theory sometimes encompass personal traits, the third area of literature, trait theory, distinguishes between cognitive ability and personality traits as determinants of competence. Personality traits are then examined using theory from the field of positive psychology: an area dealing with positive traits in the form of *character strengths and virtues*.

The chapter concludes with a reflection of the three areas of theory in the context of the research objectives and an identification of gaps in knowledge which subsequently form the basis for the research questions considered in the next chapter.

## **2.1 Capabilities**

The term *capabilities*, used in the context of the resource-based view (RBV) of the firm and strategic marketing literature, is defined as “a firm’s capacity to deploy assets, usually in combination using organisational processes to effect a desired end” (Hooley et al., 1998, p. 101). This distinguishes capabilities from organisational assets or “resource endowments the business has accumulated” (Day, 1994, p. 38) and stresses that capabilities exist alongside assets, and enable their deployment. Together, capabilities and assets comprise a firm’s resources.

This literature review will establish RBV as the theoretical context for this research, for it is RBV, discussed within the context of strategic marketing, that indicates the importance of marketing capabilities to business performance, evident from empirical studies such as Moorman and Rust (1999) and Verhoef and Leeflang (2009).

Given its importance to the research, the literature will begin by explaining the origins and development of RBV; the resource-based view of the firm.

## 2.1.1 Overview of Resource-based View of the Firm (RBV) and the Position of Capabilities

### ***What is RBV?***

The term *resource-based view of the firm* or *RBV* was first used by Wernerfelt, who defined resources as “...anything that could be thought of as a strength or weakness of a given firm...(and) could be defined as those (tangible and intangible) assets which are tied semi-permanently to the firm”. (Wernerfelt, 1984, p.172). Building the concept of RBV on prior economic theory expounded by academics such as Penrose (1959) and Selznick (1957), it is maintained that the RBV approach leads to different insights compared with the traditional perspectives. In particular, he argues that the resource based approach enables higher profits to be earned by identifying and taking advantage of particular resources the organisation possesses, and marrying these with product and market opportunities. Barney (1991) later maintains that resources are more capable of achieving sustainable competitive advantage by being valuable and rare and difficult to imitate or substitute. This is reflected in more recent empirical research into the effects of resources on business processes where it was found that tangible resources are less influential in organisational performance than intangible ones such as processes, as the latter are far more difficult to imitate (Ray et al., 2004). This differentiation of the tangible and intangible is recognized in clearer terminology emerging since Wernerfelt; particularly the terms *assets* and *capabilities*. These are used to describe the two types of resources: assets being largely, but not entirely tangible; and capabilities being entirely intangible.

Before examining, in more detail, the apparent benefits of the RBV approach and its application to marketing, it will be useful to the reader to more clearly understand the key RBV constructs of assets, capabilities and resources: the terminology which will be used throughout the remainder of this thesis.

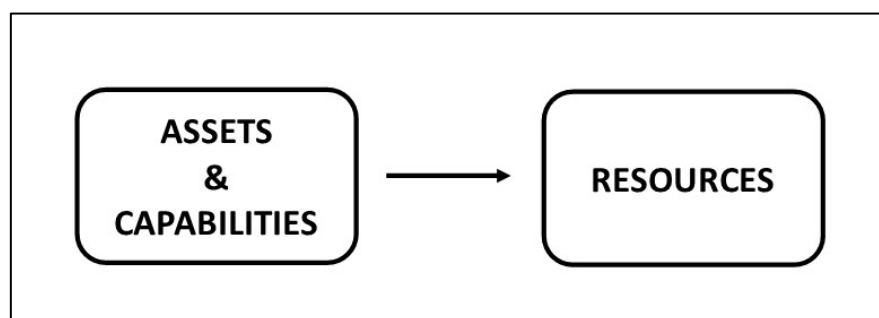
### ***Assets – resource endowments accumulated***

In examining sources of advantage in the firm, Day distinguishes between assets and capabilities describing assets as “resource endowments the business has accumulated eg. investments in...facilities and systems, brand equity...location of activities”(Day, 1994, p.38). As in accountancy terminology, assets in the RBV context may be tangible or intangible. Tangible assets include financial assets and people, and intangible, such assets as business processes, brand equity and reputation.

Day regards business assets as comprising such areas as scale, scope and efficiency, financial condition, brand equity and location (Day, 1994). The breadth of the assets definition is shown in Hooley's identification of *marketing assets* as comprising those which are: customer-based, such as existing customer relationship and current market share; distribution based, such as distribution networks or particular regional pockets of strength; marketing support centred including franchises and licenses, and information systems; and, alliance-based which may give access to particular markets or exclusivity (Hooley et al., 2008).

### ***Capabilities – capacity to deploy assets***

As stated at the beginning of this section, capabilities can be defined as “a firm's capacity to deploy resources (*assets*)” (Amit and Schoemaker, 1993, p.35). An alternative way of expressing this is that capabilities are capacities the organisation possesses which relate to what the firm can ‘do’ as opposed to what it ‘has’ (Hall, 1992). There are some inconsistencies in usage. For example Ray et al. use of the term *capabilities* and *resources* interchangeably (Ray et al., 2004). Nevertheless, it is the most common interpretation across RBV, that capabilities are the means through which assets are mobilized to potentially create competitive advantage (Hooley et al., 1998, Amit and Schoemaker, 1993, Teece et al., 1997, Day, 1994). Mahoney explains that “the firm's capabilities... reside(s) in skills (and) capacities which combine with resources (*ie.assets*) for a variety of end uses” (Mahoney, 1995, p.91). He also comments that an important aspect often overlooked in RBV literature is the importance of management as a resource, particularly that of management experience and its importance for utilising the firm's resources (*assets*) (Mahoney, 1995). Finally, Day defines capabilities simply by saying it is “...the glue that brings...assets together and enables them to be deployed advantageously” (Day, 1994, p.38). While RBV deals with the firm's capabilities, it is one department's contribution to these, which concerns this thesis: *the capabilities of the marketing department*. Marketing department capabilities are explored later in his section.



*Figure 2-2: Assets, capabilities and resources*

### ***Resources - assets combined with capabilities***

In the original conception of RBV (Wernerfelt, 1984), no attempt is made to categorise resources other than the proposition that they comprise both tangible and intangible assets. Subsequently, however, the term *resources* has been increasingly used as a generic term to describe assets combined with capabilities, as illustrated in Figure 2-2. Barney (1991) regards resources as including assets, capabilities, organisational processes, firm attributes, information and knowledge. Day uses the term resources to describe assets and capabilities in combination: resources are “...integrated combinations of assets and capabilities” (Day, 1994, p.38). Hooley uses the term in the same manner, describing assets as combining with capabilities to become resources (Hooley et al., 1998, Teece et al., 1997).

In conclusion, the terms *assets*, *capabilities* and *resources* are likely to continue to be used in the strategic management and strategic marketing literature, and by different authors, with different meanings. It is evident from literature, however, that the definitions used above, where resources are the combination of assets and capabilities, represents their most common and logical usage across RBV and strategic marketing. These definitions will, therefore, be used throughout this thesis.

#### **2.1.2 Avoiding Confusion with Other Terms Related to ‘Capabilities’**

This section will deal with the varied use of the term *capabilities* in strategic management and strategic marketing literature and the use of the term *competences* to describe a similar concept. This thesis will use these terms to describe quite separate concepts, in line with much of the literature across strategic marketing and strategic management.

In early economic theory dealing with organisational capabilities, Selznick (1957) uses the term *competencies* to describe what a firm does particularly well when compared to competition. Over 30 years later, Prahalad & Hamel popularized the term *competences* to describe “the collective learning in the organisation, especially how to coordinate diverse production skills and integrate multiple streams of technology” (Prahalad and Hamel, 1990, p.82). The close similarity to capabilities is evident in their comment that “once top management... has identified...competences, it must...identify the projects and people closely connected with them. Corporate officers should direct an audit of the location, number and quality of people who embody competence” (ibid., p.89). Competences have also been used synonymously with capabilities. Johnson et al. differentiate assets from ‘competences’, describing assets as ‘what we have’ but competences as ‘what we do well’. ie. capabilities (2014, p.70).



The terms *capabilities* and *competences* are also commonly used in strategic marketing literature with qualifying adjectives. Johnson et al. (2014) draw the distinction between *threshold* capabilities and *distinctive* capabilities. Threshold capabilities are those which are necessary to match competitors, yet distinctive capabilities are those which can provide an advantage over competitors by being particularly effective in mobilizing assets. This is the same concepts as *core competences*, the construct proposed by Prahalad and Hamel (1990) which identifies competences that should be difficult for competitors to imitate. The term *distinctive capabilities* is also regarded as synonymous with *distinctive competences* (Mahoney, 1995), and *core competences* and *distinctive capabilities* are also widely regarded as being synonymous with *core capabilities*. According to Leonard-Barton, “capabilities are core if they differentiate a company strategically...various authors have called them distinctive competences (and) core competences” (1992, p.111). Hooley describes such *core capabilities* as being “strategically important to creating competitive advantage” and “integrat(ing) assets and capabilities to enable the firm to move in its chosen strategic direction” (2008, p.152).

In conclusion, a review of the literature reveals that across strategic management and strategic marketing, the terms *core competences*, *core capabilities*, *distinctive competences* and *distinctive capabilities* are used to describe the same phenomenon: the situation specific capacities that a firm possesses which are better than competitors’ and which, when combined with company assets, can help deliver sustainable competitive advantage (Hooley et al., 1998, Amit and Schoemaker, 1993, Teece et al., 1997, Day, 1994). Furthermore, different academics in these fields use the terms *capabilities* and *competences* to describe different phenomena. This author will use the term capabilities as an organisation’s ‘capacity to deploy assets’. Finally, the term *competences* will be avoided in describing organisational or departmental resources; as section 2.2 will show, this term will only be used in connection with the capacities of the individual.

Thus far, this section has touched on capacities at an organisational, departmental and individual level. For the sake of clarity, with regard to the research objectives, this will now be elaborated upon.

### **2.1.3 Capabilities and Levels of Analysis in the Organisation**

It is apparent, from economics and strategic management literature, that the discussion of assets and capabilities takes place from a broad organisational perspective (Wernerfelt, 1984, Barney, 1991, Grant, 1991, Teece et al., 1997, Penrose, 1959, Prahalad and Hamel, 1990, Leonard-Barton,

1992) and is primarily concerned with expounding the principles behind RBV rather than presenting empirical evidence or theoretically proposing specific capabilities.

In examining RBV in strategic management, Grant (1996) presents capabilities as a hierarchy of individual specialist capabilities feeding up to functional capabilities, including marketing, which, then coordinate with cross-functional capabilities, as shown in Figure 2-3. It is the integration of specialist functional knowledge that can be regarded as the essence of organisational capability (Grant, 1996).

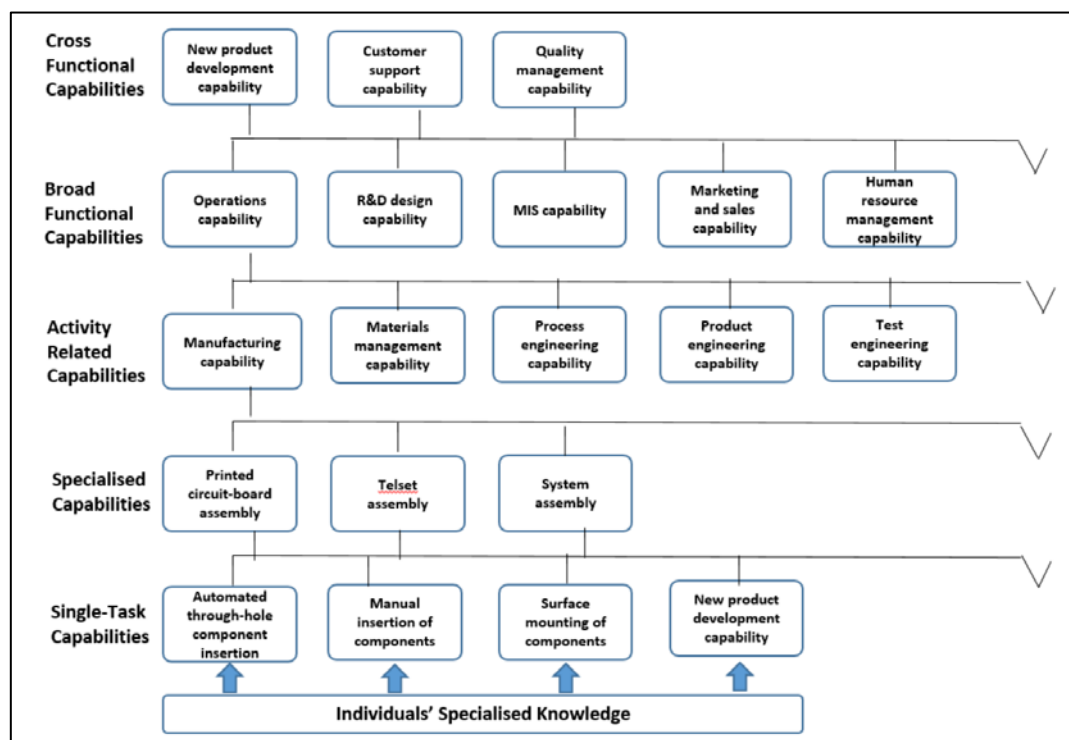


Figure 2-3: Grant's model of organizational capability (Grant, 1996, p.378)

While Grant's diagram suggests that capabilities exist at individual level (*individual's specialised knowledge*) and at functional level (*broad functional capabilities*), Grant does not explicitly identify organisation level capabilities. He uses the term *organisational* to describe the general context for individual and functional capabilities.

Organization level capabilities are, however, recognized by Hooley et al. who, in their typology of resources, refer to them as corporate capabilities. These "include the ability to set the direction of the enterprise" (1998, p.102) and are presented by the authors as distinct from group capabilities (referred to here as functional capabilities) and individual capabilities. The organisation level capabilities include such areas as *market orientation*, *organisational learning*, *market sensing* and *planning processes* (ibid., p.101).

This section will explore the different levels of the organisation at which capabilities can be identified, along with an examination of different types of capability which reside, particularly, at functional level.

### ***Functional level capabilities***

As might be expected, the strategic marketing literature primarily explores capabilities at functional or departmental level and the studies dealing with capabilities are summarized in Appendix A.1. Much of the time, what are functional capabilities are not explicitly stated as such. However, the nature of these capabilities would position them within the remit of the marketing department.

It is evident from Appendix A.1 that the nature of marketing capabilities is varied: some are clearly task-based marketing capabilities such as *pricing* or *marketing planning* (Vorhies and Morgan, 2005a); whereas others, such as *new product development* and *group tasks* (Hooley et al., 1998) are likely to require cooperation with other functions in the organisation. This reflects Grant's concept of functional and cross-functional capabilities (Grant, 1996), as shown in Figure 2-3, and this theme is developed further by Vorhies et al. (2009) who, in the context of marketing, rename these as: *specialised marketing capabilities*, echoing Grant's functional capabilities or specialised knowledge; and *architectural marketing capabilities*, reflecting Grant's cross-functional capabilities (Figure 2-4).



*Figure 2-4: Marketing capabilities (Vorhies et al., 2009)*

However, while Grant (1996) and Vorhies et al.(2009) each support the notion that functional<sup>1</sup> capabilities comprise these two types, an examination of the theoretically and empirically derived marketing capabilities shown in Appendix A.1 suggests that there is a third type.

There are a number of capabilities, listed as marketing capabilities in Appendix A.1, which are difficult to place in either of the two categories of *specialised marketing capabilities* or *architectural marketing capabilities* (cross-functional). For example, Day proposes *open-minded enquiry* (1994, p.44), and Verhoef and Leeflang include *accountability*, *innovativeness* and *creativity* (2009, pp.16-17). These do not conform with the authors' definitions of *specialist marketing capabilities* or *architectural capabilities*; yet, in the case, for example, of *accountability* and *innovativeness*, these have been empirically demonstrated as being significant influential capabilities of the marketing department. However, although not marketing specific in their nature, they appear important in facilitating the use of other capabilities. For example, using the examples shown in Figure 2-5 , *open-minded enquiry* is likely to facilitate market sensing, *innovativeness* should facilitate product development, *creativity* may facilitate aspects of marketing communications, and *accountability* may well facilitate measuring marketing productivity. These are clearly complementary capabilities but, as they can enable the other two areas of knowledge capability, they will be termed *facilitating capabilities*.

Support for this third categories is also present in the recognition by Leonard-Barton of *values and norms* as a 'core capability' (1992). The example of *empowerment* of project team members is cited. Moreover, *marketing culture* is found by Hooley et al to incorporate "values and norms that shape...behaviours" (1999a, p.263). Both can conceivably be regarded as facilitating other capabilities.

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<sup>1</sup> As Moorman and Rust point out, marketing capabilities are not necessarily the same as capabilities of the marketing function; the increasing marketing orientation of organizations and the reduction in the size and number of formal marketing departments suggest that marketing tasks may be carried out by those not within what might be terms a marketing department MOORMAN, C. & RUST, R. T. 1999. The Role of Marketing. *Journal of Marketing*, 63, 180-197. Nonetheless, their results demonstrate that the marketing function contributes to a firm's performance in many areas beyond that explained by market orientation.

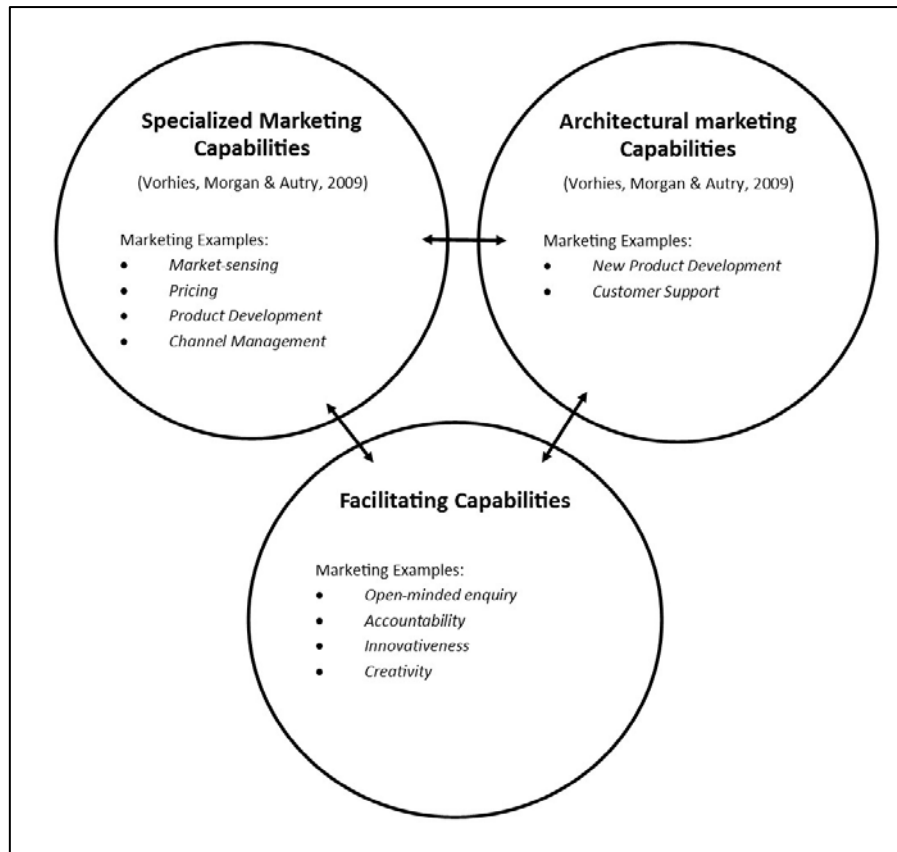


Figure 2-5: Functional marketing capabilities – types – adapted from (Vorhies et al., 2009)

### *The influence of marketing department capabilities*

The research papers covered in Appendix A.1 include a number of empirical studies which demonstrate the influence of marketing capabilities on business performance (Vorhies, 1998, Fahy et al., 2000, Vorhies and Morgan, 2005a, Morgan et al., 2009, Hooley et al., 2005, Krasnikov and Jayachandran, 2008, Verhoef and Leeflang, 2009, Verhoef et al., 2011, Wu, 2013). Of these papers, Verhoef and Leeflang (2009) and Verhoef et al. (2011) are of particular interest as they examine capabilities across all three groups of capabilities shown in Figure 2-5: the ‘specialised marketing capability’ of *customer connectedness*, the ‘architectural marketing capability’ of *inter-departmental Integration*, and the ‘facilitating capabilities’ of *accountability*, *innovativeness* and *creativity*. These five capabilities are also regarded by other scholars as being of particular important in determining marketing department influence (Moorman and Slotegraaf, 1999, Andrews and Smith, 1996a, Maltz and Kohli, 1996).

The research undertaken by Verhoef and colleagues (Verhoef and Leeflang, 2009, Verhoef et al., 2011) seeks to understand the relationship between marketing capabilities and marketing department influence in the firm. Results of these two studies, taken together, demonstrate that accountability, innovativeness, customer connectedness and inter-departmental integration

positively determine marketing department influence which, in turn, positively influences business performance through the mediator of market orientation. Creativity is, however, found to have an inverse relationship with marketing department influence, suggesting that it is not valued by firms as a marketing department capability.

### ***Individual level marketing capabilities***

Economics and RBV theory recognizes the significance of the individual manager as a crucial resource. Penrose maintains that the growth of the firm in the long run is only limited by its internal management resources (1955, p.537). The role of individual capabilities in RBV theory is also recognized by Amit and Schoemaker who state that “capabilities are based on developing, carrying and exchanging information through the forms of human capital” (1993, p.35). An area of theory close to RBV, Resource Advantage Theory, also recognizes the importance of individual attitudes and behaviours in strategy creation and implementation (Hunt and Morgan, 1995). Here, the knowledge and skills of individuals are regarded as important but attitude is also recognized. For example, in citing the difference between planned economies and market economies, Hunt and Morgan maintain that the motivation of individuals in market based economies is likely to be a factor in their greater success in areas such as innovativeness and quality.

Support for the importance of individual capabilities is common in strategic marketing literature. Day describes capabilities of the business as comprising “accumulated employee knowledge and skills” and the “values and norms that define the content and interpretation of the knowledge” (1994, p.39). Hooley (1998) is notable in distinguishing between individual and group capabilities across ‘spanning’ processes, placing *new product development* as a group capability and *internal focus* as an individual capability. He promotes the idea that group capabilities emanate from individuals, explaining that “capabilities essentially lie in the skills and competencies of the individuals in the organisation and how those combine with others” (Hooley 1998 p.101). He elaborates on his description of individual level capabilities, describing them as ‘implementation capabilities’; that is, the ability to implement marketing mix activities such as promotions, personal selling, public relations, price deals...”(Hooley et al., 2008, p.164). Strategic marketing literature specifically dealing with strategy implementation, very clearly recognizes the importance of individual capabilities. Piercy maintains that implementation success is not just based on such issues as timing and the strategy itself but also person specific issues: “Implementation capabilities may rely on a specific manager who exerts the abilities and influences needed to achieve effective implementation” (Piercy, 1998, p.234). This is supported by Lings and Greenley (2005) who maintain that Marketing Strategy implementation is dependent on the functional boundaries between marketing and HRM

being crossed. Furthermore, mid-level marketing managers are recognized by Thorpe and Morgan (2007) as helping realise marketing strategies and contributing value-adding entrepreneurial concepts.

It is clear, therefore, that literature from the domains of economics, strategic management and strategic marketing recognizes the importance of individual capabilities in strategy development and implementation. However, in the domain concerned with marketing capabilities: strategic marketing; there is a dearth of research which examines the specific individual marketing capabilities, which together with those of other marketing department staff, comprise marketing department capabilities.

### ***Evidence within strategic marketing literature of individual capabilities research?***

Notwithstanding the previous statement, it is evident from the marketing strategy, marketing management and product innovation literature, that individual marketing, product and brand manager capabilities have been scrutinized. Roles and responsibilities of such positions have been examined in detail (Buell, 1975, Lysonski, 1985, Murphy and Gorchels, 1996, Panigyrakis and Veloutsou, 1999). However, all of these studies examine the requirements of the position rather than individual capabilities; that is, they do not examine the necessary capabilities required of the manager occupying that position.

Other studies have examined issues closer to individual capabilities. Carson and Gilmore (2000) researched the development of individual capabilities through experiential learning but do not discuss specific individual marketing capabilities. In examining determinants of product management excellence, Tyagi and Sawney (2010) identify four constructs, only one of which is *product manager competences and knowledge*; and this is a single construct measured by a three item scale. Taking an approach based on Boyatzis' competence theory (1982), Nwokah and Ahiauzu (2008) propose two categories of individual capabilities: *threshold* and *consummate*. However, these are examined as two broad categories, each with a six item scale, and, as such, do not attempt to identify specific areas of individual marketing capability. Gorchels (2003) appears to present a detailed breakdown of product management capabilities; however, closer examination reveals that these are not empirically founded.

Two pieces of empirical research have more directly examined this gap in the literature. Berek (1998) researched pharmaceutical product managers and found four areas of individual marketing capability: *planning, analysis, communication and coordination*, and *finance*. Described by Berek as *skills relevant to product managers*, these may be deemed comparable to, what Vorhies et al. (2009)

term, *specialised marketing* and *architectural capabilities*, as discussed in section 2.1.3. This research is, however, general in nature, as it presents a simple, four construct model of key areas of individual capability important to marketing departments. The second empirical study of particular interest is that of Venkatesh and Wilemon (1976) who examine the interpersonal influence of product management. These authors identify *expertise*, or skills and knowledge, in marketing management as being important but they do not identify specific areas of knowledge or skill. Of interest in this study, however, is that they find that *human relations skills* are equally important. They maintain that achieving marketing objectives may only be achieved if “...the product manager is expert, able to integrate individual contribution, and skilful in human relations” (ibid., p.40).

These two pieces of empirical research, therefore, identify two apparently different areas of individual marketing capability: one skills and knowledge based and one human relations oriented. However, none of the above studies offer a detailed taxonomy of individual marketing capabilities. This signifies an important gap in the strategic marketing literature.

In summary, it is clear that, while recognising the importance of individual marketing capabilities, the strategic marketing literature does not go as far as to present taxonomies of individual marketing capabilities. Some marketing literature goes some way in considering individual capabilities from various perspectives but fails to present a comprehensive, empirically founded taxonomy of specific individual marketing capabilities. Nevertheless, literature does highlight the benefit of classifications considering the two separate areas of knowledge and skills capabilities, and human relations skills. This absence of any comprehensive taxonomy, therefore, exposes a gap in the literature, the addressing of which presents benefits that will be expanded upon below.

#### **2.1.4 Capabilities Conclusion**

This first section of the literature review deals with a number of key issues relevant to the objectives of this research. Firstly, having assessed the varied vocabulary used to describe resources within RBV, particularly across the economics, strategic management and strategic marketing literature, a simple and logical definition of capabilities has been arrived at: *a firm's capacity to deploy assets*. Secondly, while literature acknowledges capabilities at organisational, functional and individual level, the marketing literature limits itself to identifying functional level marketing capabilities; marketing department capabilities which coordinate with other functions to represent organisational level capabilities. These functional capabilities would be categorised by extant literature as either *specialised* or *architectural* marketing capabilities. However, capabilities such as



accountability, innovativeness and creativity do not fit these categories and are described by this author as *facilitating* capabilities. The research of Verhoef and colleagues (Verhoef and Leeflang, 2009, Verhoef et al., 2011) was particularly noted as identifying examples of all three *specialised*, *architectural* and *facilitating* marketing department capabilities. The capabilities identified in their research are particularly important as they are found to positively determine business performance through the medium of marketing department influence and market orientation. Thirdly, strategic marketing literature supports the notion that functional capabilities are determined by individual capabilities. Nevertheless, there is a lacuna of research regarding individual level marketing capabilities and despite literature acknowledging the importance of this area, comprehensive typologies and taxonomies of specific individual capabilities are absent.

This means that there is no clear basis in which strategic marketing theory can guide those managing and directing marketing departments, in the development of functional capabilities. This is because these can only be developed through either the development of individual marketing managers comprising those departments or the recruitment of managers with such capabilities. The link demonstrated across the strategic marketing literature between marketing capabilities and business performance would, therefore, lead to the conclusion that this would result in less than optimal business performance. As Meyer points out, strategy research has crystalised around the key questions of “what causes certain firms to outperform their competitors on a sustained basis?” (Meyer, 1991, p.828). This, therefore, points to an important gap in the strategic marketing literature and, thus, establishes a *raison d’être* for this research thesis: that by identifying particular marketing manager capabilities, a path is potentially revealed for the attainment of sustainable competitive advantage and improved business performance.

However, to pursue this research agenda further, it is necessary to understand the *nature* of individual capabilities which, although acknowledged in the strategic marketing literature, has not been directly addressed. The research from Venkatesh and Wilemon (1976) points towards individual level capabilities as comprising knowledge and skills plus HR oriented skills. To examine this view and to consider individual level capabilities further in both these contexts, it is necessary to examine the domain of Human Resources Management (HRM): an area of theory where organisational capabilities are seen to be based on the pool of human resources in the organisation and are, therefore, reliant on them (Sparrow, 1997). To explore individual marketing capabilities we turn in the next section of this literature review, to competence theory.

## 2.2 Competences

The previous section concludes by exposing a gap in the strategic marketing literature regarding *individual capabilities* and directing research toward the field of HRM for further enlightenment. This section must begin, however, with an important change in terminology. As will become evident, the HRM and psychology literature do not use the term *capabilities* widely in describing the capacities of the individual, preferring to use the terms *competence* or *competency*.

This section will, therefore, begin by defining what *competences* are and will clearly differentiate them from *capabilities*. The section will then move on to clarify the concept of competences in the light of academic literature. Particular areas of research will then be explored to explain how competences can be categorised into different types. The section will finish with an examination of the relationship between two key areas of competence, technical and behavioural, and will highlight areas of interest in this research.

### 2.2.1 What are Competences?

The *Oxford English Dictionary* (Simpson and Weiner, 1989a) defines both *competence(s)* and *competency(ies)*<sup>2</sup> as “sufficiency of qualification; capacity to deal adequately with a subject” (Simpson and Weiner, 1989a). From an English usage perspective, Fowler maintains that “neither (word) has any sense in which the other cannot be used” (1981, p.100). In general usage, therefore, the two words have the same meaning. However, while the HRM literature shows these words being used synonymously, there are numerous examples where academics have associated different meanings to each of them. These differences will be explained later in this section, as they will be better understood after a brief examination of the literature. Meantime, and to avoid unnecessary confusion, the writer will use the word *competence(s)* only, unless quoting academic papers.

The term *competence* is used as a psychological concept as far back as 1959 by White who describes it as “an organism’s capacity to interact effectively with its environment” (1959, p.297). However, the individual credited with initiating the use of *competence* as a means of assessing an individual’s capacity is David C McClelland (Barrett and Depinet, 1991). McClelland takes issue with the, then,

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<sup>2</sup> *Fowler’s Modern English Usage* FOWLER, H. W. 1981. *Fowler’s Modern English Usage*, London, Guild Publishing. describes ‘-ce’ and ‘-cy’ (plurals ‘-ces’ and ‘-cies’) as alternative ways of forming nouns.

trend of measuring job suitability with intelligence tests. His view is that "if you want to test who will be a good policeman, go find out what a policeman does" (McClelland, 1973, p.7). Subsequently Boyatzis triggered a wider popularity of the phenomenon in his seminal 1982 book, *The Competent Manager* (Woodruffe, 1993), defining competence as an individual's "characteristics that are causally related to effective and/or superior performance in a job" (Boyatzis, 1982, p.23).

### ***Competences versus capabilities***

The previous section saw the term *capabilities* used to describe the "firm's capacity to deploy assets" (Hooley et al., 1998, p.101). The same author is also one of the few scholars to use the term *individual capabilities* to describe the capacities of an individual within a function or department of that organisation. However, the same author also uses the term *individual competences*, apparently interchangeably.

As indicated above, this latter choice of word is reflected in HRM literature where competences describe individual capacities. However, HRM also uses the word *capability(ies)* to describe a combination of individual *competences*. This is demonstrated by Ulrich and Smallwood who state that "capabilities are the skills, abilities and expertise of the organisation...(and) individual competencies... grow into organisational capabilities when they stop being tied to one individual..." (2003, p.12). Similarly, Hooley et al. maintain that "capabilities lie in the skills and competencies of individuals in the organisation and how those are combined with others" (1998, p.101).

This suggests that individuals with different competences, can work together to create capabilities at a functional level. For example, as illustrated in Figure 2-6, one marketing manager may have the competences of good *product and market knowledge* (A) and another in the same functional department, the competence of good *marketing planning skills* (B). Working together they may create a functional level *marketing planning capability* (AB). This is similar, in principle, to the combination of functional capabilities in the marketing literature combining to give organisational level capabilities, as implied by Grant (1996) (see Figure 2-3).

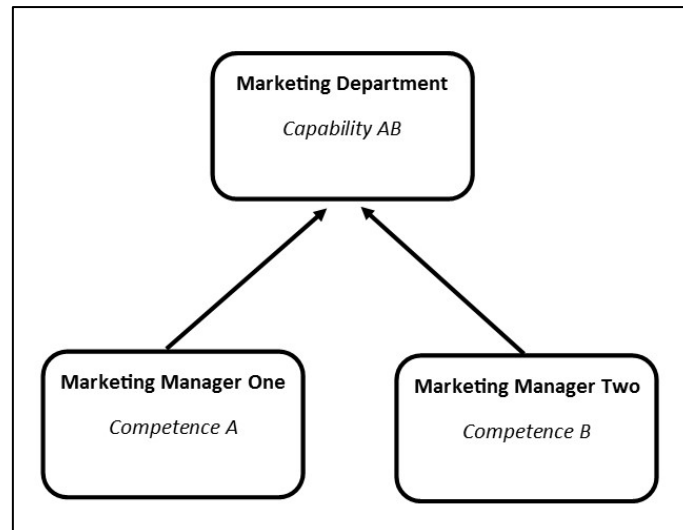


Figure 2-6: Individual competences feeding functional capabilities

It is also conceivable that different and complementary competences in the same individual can combine to offer a capability (Figure 2-7). This would self-evidently be the case, for example, in a one-man business. This use of the term capability as a combining of competences within the same individual is supported in the HRM literature by Boyatzis who maintains that “a person’s set of competencies reflect his or her capabilities” (1982, p.23). For example, skills in marketing metrics may combine with an attitude of responsibility or answerability to present an individual capability of ‘marketing accountability’ (Verhoef and Leeflang, 2009). This is recognized by Verhoef and Leeflang in the context of their analysis of departmental capabilities, where they state that “...many marketers do not measure the effects of their actions, because they are unable or unwilling to do so or because they do not use the appropriate metrics and/or methods” (Verhoef and Leeflang, 2009, p.16). This suggests, therefore, that capabilities can exist both at functional level and at individual level.

An important implication of the position that capabilities are combinations of complementary competences, is that certain capabilities may not be realised unless *particular* competences are combined. This suggests that an understanding of how competences combine to create particular capabilities, is important to the development of those capabilities. To understand how this may be the case, it is necessary to look more closely at competence theory.

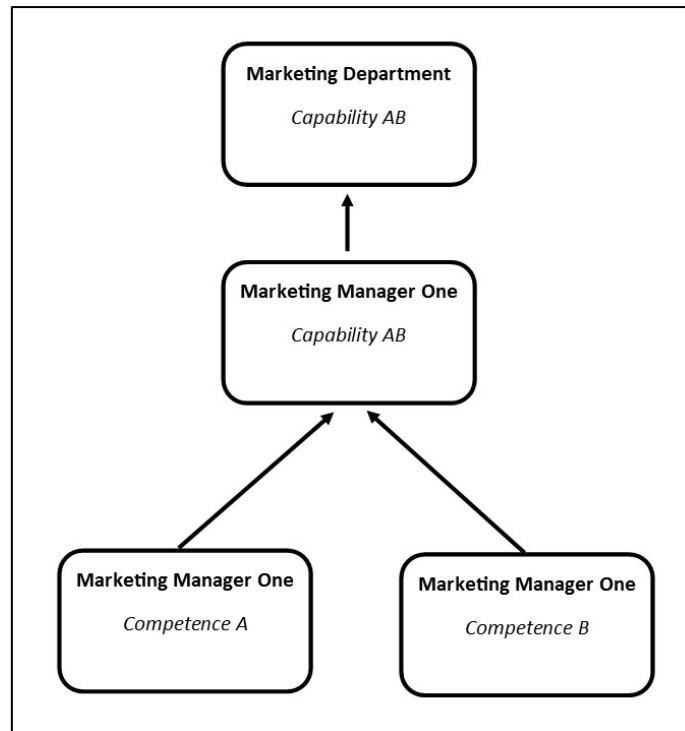


Figure 2-7: Differential individual competences combining to create individual capability

## 2.2.2 Key Elements of Competences

As alluded to in the introduction to this section, the concept of competence has been described as one of the most diffuse terms in organisational literature (Nordhaug and Gronhaug, 1994, p. 91). This section will explore the definitions and description of competence in order to reveal what literature regards as the constituents of competences.

Boyatzis describes competence<sup>3</sup> as “an underlying characteristic of a person in that it may be a motive, trait, skill, aspect of one’s self-image or social role, or a body of knowledge that he/she uses” (1982, p.21). Woodruffe defines competences slightly differently, distinguishing between those specifically related to a job role: skills, knowledge and abilities; and the behaviours that need to be brought to the job to do it effectively (Woodruffe, 1993). Woodruffe, therefore, regards competences as an amalgamation of knowledge, skills and abilities on the one hand and behaviours on the other. These constituent parts will now be defined and where necessary, explored in more detail.

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<sup>3</sup> The term *competence* is used for consistency. Boyatzis used only the term *competency(ies)* throughout his work.

## **Knowledge**

Knowledge is defined by the Compact Oxford English Dictionary as “the fact of knowing a thing, state etc...; familiarity gained with experience” (Simpson and Weiner, 1989b). In his analysis of engineering skills versus knowledge, Yates (2010, p.135) uses the Webster’s Dictionary definition which describes knowledge as a “clear and certain perception of something; an act, factor, state of knowing, understanding” and as “learning, all that has been perceived or grasped by the mind”.

## **Skills**

Yates defines skills as being a “great ability or proficiency” and skilled as “having or requiring an ability gained by special experience or a regular programme of training or apprenticeship” (2010, p. 135). Boyatzis distinguishes between knowledge and skills, defining skills as “the ability to demonstrate a system and sequence of behaviour that are functionally related to attaining a performance goal” (p.33). Boyatzis gives ‘planning’ as an example of a skill.

## **Abilities**

Fleishman distinguishes between skills and abilities, defining abilities as “fairly enduring traits which, in the adult, are more difficult to change.” (1967, p.3) . He goes on to explain that abilities are partly genetic and partly develop in childhood. On the other hand, he defines skills as, “the level of proficiency at a particular task” and goes on to explain that they are task oriented and as such may be learnt.

## **Behaviours**

Woodruffe distinguishes the group comprising skills, knowledge and abilities, from *behaviours*, describing the latter as “a set of behaviour patterns that the incumbent needs to bring to a position in order to perform its tasks and functions with competence” (1993, p.29). He uses the term *competencies*, plural of *competency*, to describe these, but also terms them *behavioural competencies*. The use of the adjective *behavioural* is important as it leaves no doubt as to the nature of what he is describing. It is also noteworthy that the use of the word *competency(ies)* by some scholars is deliberate in describing such behavioural characteristics. Kurz and Bartram define *competencies* as “sets of behaviours that are instrumental in the delivery of desired results or outcomes” (2002, p.237).

### ***The dichotomy of knowledge skills & abilities, and behaviours***

It is significant to note that Woodruffe regards knowledge, skills and abilities as an associated group of capacities, for he considers the use of the term *competences*, (as opposed to *competencies*), to collectively describe them (1993). However, fearing confusion between the two terms, he concludes that the more cumbersome term *technical skills, knowledge and abilities* title is more appropriate.

Importantly, Woodruffe is, therefore, the first scholar to offer a simple dichotomy between two areas of individual's capacity; that is, between what he terms *technical skills (knowledge & abilities)* and *behavioural competency*.

As will become evident in the next section, this division of competences into these two groups can be seen through much subsequent human resource management (HRM) literature dealing with competence theory. The support for this grouping will be examined in the next section. However, in order to clarify and simplify the nature of these two groups, the two adjectives *technical* and *behavioural* will be used in conjunction with the generic noun *competence(s)*. This 'Woodruffe-based' competence dichotomy, therefore, comprises what this thesis will term *technical competences* and *behavioural competences*, as shown in Figure 2-8.

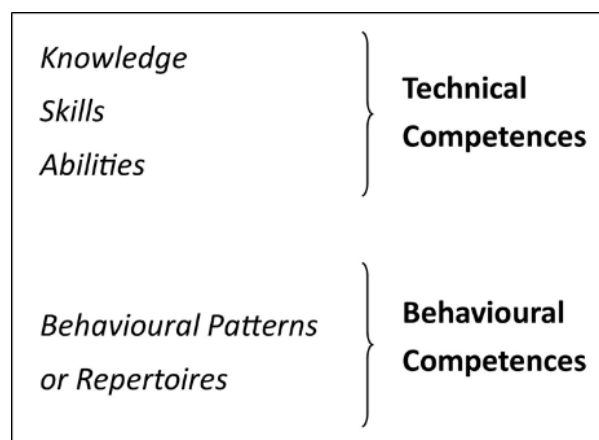


Figure 2-8: Technical and behavioural competences dichotomy

### **2.2.3 Support for the Technical Competence/Behavioural Competence Dichotomy**

As Table 2-1 illustrates, there are a several models which categorise competences and which can be compared with the technical/behavioural dichotomy put forward by Woodruffe.

## ***Technical competences***

This section will demonstrate support for the category of competences known as *technical competences* or what Woodruffe would term *technical skills, knowledge and abilities*. The most detailed model which precedes Woodruffe is that of Boyatzis, who includes a very similar themed category of *specialist knowledge and skills* (Boyatzis, 1982) and describes them as job specific. He does not include *abilities* in this category. It should also be pointed out, however, that Woodruffe occasionally omits abilities from his description of this category, calling the group *technical skills and knowledge*. This may suggest that *ability* is regarded as an integral and assumed aspect of *skills*. Sparrow describes what he terms 'general vocational competences' which are described as 'knowledge, skills and attitudes' (1997). This categorization differs from Woodruffe in including attitudes which the Woodruffe model encompasses within behavioural competences.

Some scholars have chosen to break down technical competences into two groups. Within the area of, what would be considered, technical competences, Cheetham and Chivers (1996) and LeDeist and Winterton (2005) draw the distinction between *knowledge/cognitive competences* and *functional competences*. *Knowledge/cognitive competences* are described as "the possession of work related knowledge and the ability to put this to effective use" (Cheetham and Chivers, 1996, p.24). This, Woodruffe would be likely to term *knowledge and ability*. The *functional competence*, is "the ability to perform a range of work based tasks effectively to produce specific outcomes" (ibid., p.24). This is what Woodruffe would be likely to term *skills*.

Technical competences are also described by Borman and Motowildo as elements of *task performance* which they describe as "the proficiency with which job incumbents perform activities that are formally recognized as part of their jobs" (1993, p.73). Conway (1999) describes these as job-specific behaviours including core job responsibilities.

Finally, Bartram and colleagues propose the category of *knowledge, understanding and skills*, which appear to mirror technical competences (Bartram et al., 2002, Bartram, 2005, Bartram, 2012). Competence is defined as "mastery in relation to specific goals or outcomes and it requires the ability to demonstrate mastery of specific job-relevant knowledge and skills" (Bartram, 2012, p.4).



Proposed Competence Categories	Technical Competences		Behavioural Competences		
Boyatzis, 1982	Specialist knowledge & skills		Self image and social roles, motives and traits		
Woodruffe, 1993	Technical skills, knowledge and abilities or competence(s)		Behavioural competency(ies)		
Sparrow, 1997	General vocational Competences (knowledge, skills and attitude)		Behavioural competencies		
Cheetham & Chivers, 1996	Knowledge /Cognitive competences	Functional competences	Personal or behavioural competences	Values/ethical competences	Meta competences
Borman and Motowidlo, 1993; Conway, 1999	Task performance		Contextual performance		
LeDeist & Winterton, 2005	Cognitive competences ( <i>know that, know why</i> )	Functional competences (know how)	Social, behavioural or attitudinal competences ( <i>know how to behave</i> )		Meta competences
Kurz & Bartram, 2002; Bartram, 2005; Bartram, 2012	Competence (application of knowledge understanding and skills)		Competency (behaviours underpinning successful performance)		

Table 2-1: Models of competences classification

It is clear, therefore, that the category of technical competences, or what Woodruffe would call *technical skills, knowledge and ability* has good support across the literature with theories, limited to sub-divisions, being put forward by other academics. An interesting way of describing the category of technical competences does, however, emerge; that is, a category which reflects the *know that, know why* and *know how* (Le Deist and Winterton, 2005).

## ***Behavioural competences***

This section evaluates support across the literature for a category which comprises *behavioural competences* as one half of a technical/behavioural dichotomy.

One of the clearest descriptions of the behavioural capacities of individuals at work is provided by Woodruffe, who discusses the “ set of *behaviour patterns* that the incumbent needs to bring to a position in order to perform its tasks and functions with competence” (1993, p.29). Kurz and Bartram (2002) regard these characteristics as *behavioural repertoires*. The use of the adjective *behavioural* is also adopted by Sparrow (1997) and Le Deist and Winterton (2005) to describe competences comparable with Woodruffe’s behavioural competences. Although they use the term *competency* to describe behavioural competences, Kurz and Bartram similarly describe *competency* as *behaviours underpinning successful performance* claiming that they “relate to how knowledge and skills are used in performance” (2002, p.235). A similar group of competences is identified by Borman and Motowidlo (1993) and related to *contextual performance*. Contextual activities are described as being common to many jobs (Borman et al., 1983, Borman and Motowidlo, 1993) and are also described by Conway as “non job-specific behaviours such as cooperating with co-workers or showing dedication” (1999, p.3). Borman and Motowidlo also make the significant point which differentiates behavioural from technical competences; that is, that they are not based on “proficiency, but volition and predisposition”. (1993, p.74). The authors express how contextual performance can contribute to both organisational citizenship behaviours and pro-social behaviour; aspects that would be included within Woodruffe’s definition of behavioural competences or *behavioural repertoires* (Kurz and Bartram, 2002).

Some theory does depart from the simple technical/behavioural dichotomy. Firstly, Cheetham and Chivers split behavioural competences into two groups: *personal competences* and *value/ethical competences*. The *personal competences* comprise social/vocational competences or “behaviours relating to the performance of the body of professional tasks – self-confidence, task-centredness, stamina, etc”; and intra professional competences or “behaviours which relate mainly to interaction with other professionals – collegiality, adherence to professional norms etc” (1996, p.25). The area of *value/ethical competences* comprises the areas of personal competences concerned with adherence to personal moral or religious and professional competences concerned with adherence to professional codes, client centeredness and environmental sensitivity.

These two areas break down the category into different areas of behaviour and as such are a breakdown of behavioural competences rather than an entirely separate category. They do not appear to cross over into technical competences.

Secondly, both LeDeist and Winterton (2005), and Cheetham and Chivers (1996) include the category of *meta competences*. These are concerned with “need to be comfortable with uncertainty, paradox and contradiction to develop responses to the changing external environment” (Winterton et al., 2000, p.3), and are based on the belief that managers will need to use greater instinct and judgement in future, and rely on their abilities to learn, in order to maintain competitive advantage. Once again, however, these are behavioural in nature and, as such, can be regarded as subsidiary to behavioural competences. Importantly, they also allude to the influence that behavioural competences potentially have on an organisation’s capability and competitive advantage.

A third and particularly important area of difference exists in the model of competences put forward by Boyatzis (1982), one of the earliest pioneers of competence theory. This difference is manifest in his inclusion of self- image, social roles, motives and traits as competences. While aspects such as social roles may represent behaviours, motives, self-image and traits are aspects of personality. In introducing aspects of personality, the Boyatzis model of competencies departs from the technical/behavioural dichotomy demonstrated by all of the other models considered. Kurz and Bartram (2002) recognize this difference with later models which exclude personality and traits. They describe Boyatzis’ work as a ‘trait-based’ model and regard it as an analysis of “underlying characteristics rather than a collection of behaviours” (ibid , p.229). Their proposed model regards behavioural competence as *behavioural repertoires* or “behaviours that people exhibit”, as opposed to traits or “characteristics of a person that exist” (ibid , pp.230-231)

This research follows the views of Kurz and Bartram as *excluding* traits from the definition of behavioural competences. However, traits remain of interest as antecedents of behavioural competencies (Kurz and Bartram, 2002) and will therefore be examined separately.

### ***Similarity to hard and soft skills***

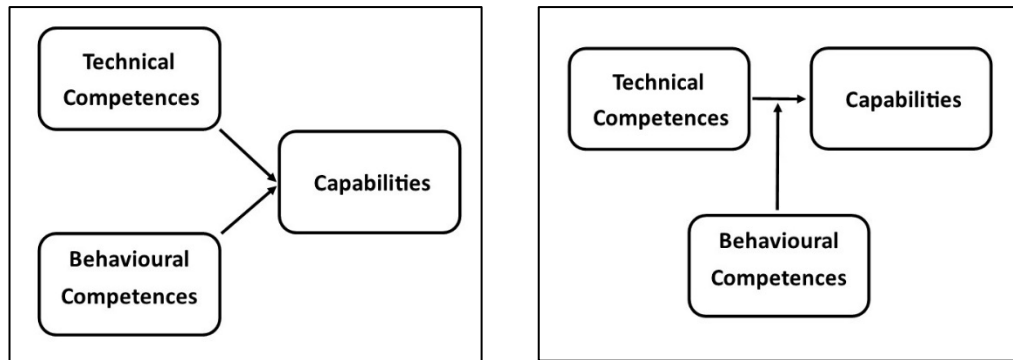
Support for the technical/behavioural competences dichotomy is also present in the widely used terms, *hard* and *soft skills*. Robies (2012) describes *hard skills* as technical expertise and knowledge needed for a job and defines them as “the ability coming from one’s knowledge, practice, aptitude to do something well” (2012, p.456). Hard skills are regarded as representing the technical aspects of a job including the knowledge required to do it (Rainsbury et al., 2002, Weber et al., 2013), and can also be regarded as representing the minimum necessary to be able to perform a job with basic

competence (Spencer and Spencer, 1993). On the other hand, *soft skills* are defined by Robies as interpersonal qualities or “character traits, attitudes and behaviours - rather than technical aptitude or knowledge” (2012, p.457). He also describes soft skills as the interpersonal, human, people or behavioural skills needed to apply technical skills and knowledge in the workplace (Rainsbury et al., 2002). Hard and soft skills, therefore, appear to be synonymous with technical and behavioural competences.

In conclusion of this sub-section, it is evident from the HRM literature that there is significant support for the existence of a general technical/behavioural dichotomy in categorizing competences. The precise content of these two categories differs slightly between scholars, but more notably, regarding the inclusion of *abilities* in technical competences and of *personality traits* in behavioural competences. On examination, these are excluded far more than they are included; therefore, the subsequent analysis of these two categories will not consider *cognitive abilities* as part of technical competences but will continue to regard non-cognitive abilities as part of skills. It will also not consider traits as part of behavioural competences, but will examine them as a separate category. By way of summary, this dichotomy is described in an apparently simplistic, yet quite accurate manner by Le Deist and Winterton (2005) who describe the category of technical competences as representing the *know-that*, the *know- why* and the *know-how*; and the category of behavioural competences representing the *know how to behave*.

#### **2.2.4 The relationship between technical and behavioural competences**

In section 2.2.1, it was established that competences combine to create capabilities. As Hooley remarks, “capabilities lie in the skills and competencies of individuals in the organisation and how those are combined with others” (1998, p.101). Rainsbury et al. comment that “soft skills are...complementary to hard skills and required for successful workplace performance” (2002, p.8). This is apparent in literature specifically dealing with technical and behavioural competences; Spencer and Spencer comment that behavioural competences “provide the drive or push for the knowledge or skills to be used” (Spencer and Spencer, p.12). These theoretical comments suggest that technical and behavioural competences combine to create capabilities but the nature of this combination is unclear. This presents three possibilities: i/ the two variables independently influence capabilities; ii/they interact with each other to influence capabilities; and iii/ their effects are both direct and interactive. Independent and interactive influences are shown in Figure 2-9.



*Figure 2-9: Technical and behavioural competences – direct (left) and moderating (right) relationships in influencing capabilities*

As stated, this matter is not theoretically addressed in the literature, other than general comments regarding their complementary nature. Neither is there any empirical evidence that might lead to theory development. This, therefore, represents a clear gap in knowledge; a gap which, if tackled, may help focus academics on the potential benefits of developing either technical and behavioural competences, or both. Spencer and Spencer point to the perceived importance of behavioural competences in this relationship: they maintain that it is more sensible to recruit based on behavioural competences, and teach the knowledge and skills required to do a specific job (Spencer and Spencer, p.12). The value of behavioural competences over and above technical, is stressed by Cheetham and Chivers who claim that behavioural competences may be better predictors of capability than technical competences because they indicate non-job specific skills and, as such, may indicate potential to perform in future posts (Cheetham and Chivers, 1996).

In conclusion, the literature is unclear whether the nature of the relationship between technical and behavioural competences, in influencing marketing department capabilities, is likely to be direct, interactive or a combination of the two. Closing this knowledge gap is, therefore, important in guiding the development of these areas of competence in organisations.

### **2.2.5 Typologies and Taxonomies of Competences**

This section on competences will close with an examination of existing taxonomies and typologies of job competence present in the literature and summarized in Appendix A.2. These systems of classification, some of which are theoretical, others empirical, demonstrate that competences within technical/behavioural dichotomy, do fall into natural sub-categories, particularly within technical competences. This is explained below.

There are many examples of technical competences throughout these models. However, because these are generic classifications, many of these technical competences can be called 'transferable competences': that is, they are applicable across a wide range of job types. These include such competences as: *use of oral presentations* (Boyatzis, 1982); *information search* (Schroder, 1989); *computer literacy* and *technical expertise* (Rainsbury et al., 2002): and *planning and organisation* (Borman et al., 1983).

A second sub-category of technical competences can be termed 'cognitive competences' (Schroder, 1989), such as *analytical thinking* (Rainsbury et al., 2002), *concept formulation* (Cockerill, 1994) and *deductive thinking* (Boyatzis, 1982). It is apparent that these areas of competences can be described as relating to cognitive ability.

A third category of technical competences, exemplified by just one of the models shown, is that of 'job specific' technical competences. Developing a system for classifying executive management positions, Tornow and Pintow (1976) demonstrate competences which are largely technical in nature but are particular to this type of job role. These include: *product, marketing and financial strategy planning*, *products and service responsibility* and *advanced financial responsibility*.

The above, therefore, illustrates that theoretical and empirical models demonstrate three sub-categories of technical competence: *transferable competences*, *cognitive competences* (cognitive ability) and *job specific competences*.

In contrast with the above, many of the competence classifications summarized in Appendix A.2 include competences of a *behavioural* nature alongside other characteristics which can be characterized as *traits*. The behavioural competences include areas such as: *managing staff*, *persuasiveness* and *inter-personal sensitivity* (Dulewicz, 1989); *achievement orientation*, *proactive orientation*, and *teamwork and cooperation* (Spencer and Spencer, 1993); *networking* and *professionalism* (Massaro et al., 2013); *task orientation* and *loyalty* (Tett et al., 2000); and *organizing and organisational commitment* (Borman and Brush, 1993).

Considering the nature of the academic typologies of competences detailed in Appendix A.2, it is also notable that many of these models include characteristics that would be widely regarded as traits ie. "consistent patterns in the way individuals behave, feel and think" (Cervone and Pervin, 2008, p.238). This is not surprising in, what are, trait-based models (Kurz and Bartram, 2002) such as Boyatzis which include such characteristics as *self-confidence* and *self-control* (1982). However, other models also include what can be perceived as traits: *persuasiveness*, *assertiveness* and *resilience* (Dulewicz, 1989); *drive* and *sensitivity* (Woodruffe, 1993); *creativity* and *trustworthiness*

(Tett et al., 2000); and *flexibility* (Rainsbury et al., 2002). This is regarded by Kurz and Bartram as misclassification, with traits often being considered to be behavioural competencies (2002, p.230).

Traits will, therefore, be considered as a separate category to behavioural competences, as shown in Figure 2-10, and will be examined in greater detail in the next section.

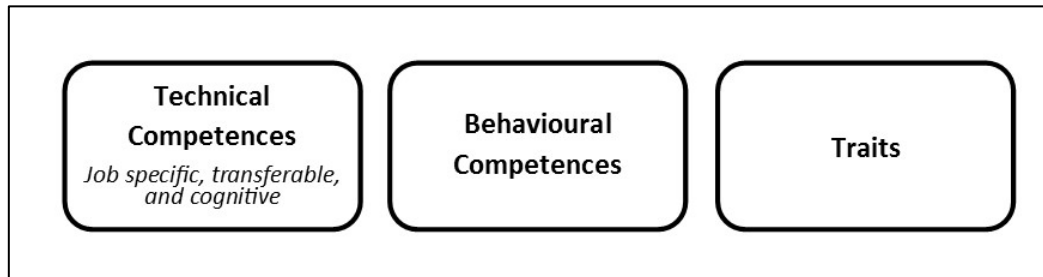


Figure 2-10: Model of competences and traits showing traits as a category separate from technical and behavioural competences

## Conclusion

In summary, this section begins by establishing that individual capabilities, essential in achieving functional capabilities, require examination outside the strategic marketing field, using competence theory from HRM literature. It is explained that competence theory is concerned with individual capacities rather than functional capabilities and it is asserted that competences combine to create capabilities, not only at an individual level, but also at a functional level. The nature of competences is then examined and the proposed dichotomy of technical competences and behavioural competences, based on Woodruffe's original model (1993), is scrutinized in relation to the extant literature. Furthermore, traits are distinguished from competences, describing competences as a characteristics defined in relation to performance at work, and traits as characteristics measured in isolation from work (Kurz and Bartram, 2002, p.231).

Having established the theoretical legitimacy of this dichotomy, the nature of the relationship between technical and behavioural competency is examined and the possibility of direct, interactive or mixed types of relationships considered. This relationship is identified as an important gap in knowledge, the answers to which would give an indication of the relative importance of these two areas of competence, which could be utilised in influencing functional capabilities; and valuable knowledge of influential relationships between particular technical and behavioural competences.

Finally, a review of competence typologies and taxonomies from the literature demonstrates wide support for the technical/behavioural competence dichotomy and concludes by establishing the position that, in the light of alternative models, traits should be considered separate from

behavioural competences. This position enables the role of traits in influencing competences to be examined; particularly their influence on behavioural competencies.

## 2.3 Traits

The previous section established that traits are distinct from behavioural competences (Kurz and Bartram, 2002). Behavioural competences are behavioural patterns or repertoires which underpin successful performance in particular job settings, whereas traits are underlying characteristics. This division is reflected in their being dealt with in different areas of literature: competences are predominantly discussed in HRM literature, whereas traits are dealt with in psychology theory.

This section will begin by establishing the meaning of traits and will distinguish them from cognitive ability. The importance of traits as determinants of behaviour, and specifically of behavioural competences, will also be covered. Having established these bases, alternative approaches to trait identification and measurement are considered and the *character strengths and virtues approach* from positive psychology introduced. Finally, the integrity of using this approach in describing and measuring personality traits will be dealt with.

### 2.3.1 What are personality traits and why do they matter?

The American Psychology Association (APA) defines traits as “enduring personal qualities or attributes that influence behavior across situations” (2017). They can be described as dispositions demonstrated across various situations and as “consistent patterns in the way individuals behave, feel and think” (Cervone and Pervin, 2008, p.238). While behavioural competences are *behavioural repertoires* relating to a work context (Woodruffe, 1993, p.29), traits are psychological constructs which can be measured away from the work context and can be regarded as antecedents or determinants of behavioural competences (Kurz and Bartram, 2002, Bartram, 2005).

Although this research will examine the influence of personal characteristics on competences, it will focus on personality traits. Studies of individual characteristics are regarded, in the field of psychology, as divided between two types of traits: cognitive and affective-temperamental (Revelle, 1995). It is important, therefore, to distinguish between personality traits and cognitive traits, more commonly known as *cognitive abilities*. Cognitive ability is concerned with the intellectual abilities of an individual as distinct from the non-cognitive aspects of affective reaction (feeling) and behaviour (ibid). The distinction between the two is also evident in the different nature of measurement



required for each: cognitive ability measures the *upper limit* of an individual's intelligence, whereas personality testing assesses characteristics underlying *typical* behaviour (Hofstee, 2001, p.46).

There are two reasons why this research will not examine cognitive ability. Firstly, as Schmidt points out, in reference to General Cognitive Ability (GCA), "there is overwhelming research evidence showing the strong link between cognitive ability (GCA) and job performance" (Schmidt, 2002, p.187). There is little point, therefore, in attempting to rerun such a well-worn path. Secondly, as Eysenck (1994) maintains, cognitive ability is not related meaningfully to personality, although he admits that anxiety can influence performance in cognitive ability tests. Eysenck does, however, conclude that, personality traits can determine what an individual 'makes of' their intellectual abilities.

### ***Traits as determinants of behavioural competences***

As the APA definition states, traits are "...qualities or attributes that influence behavior" (American Psychology Association, 2017). This concurs with wider psychological theory expressed by Ajzen who maintains that responses to situations are "behavioural manifestations of an underlying trait" (Ajzen, 1988). Behavioural competences, whilst not observed behaviour, are *behavioural repertoires* and it is this competence which may be determined by personality traits (Kurz and Bartram, 2002). Bartram conducted empirical tests, using traits as predictor variables for competences and found that personality traits were effective in positively influencing behavioural competencies (2005).

The purpose, therefore, of including an examination of traits in this thesis, is to explore the determinants of behavioural competences. As with the relationship between technical and behavioural competences, there is a dearth of literature regarding trait determinants of behavioural competences in marketing or of traits as direct determinants of marketing department capabilities. Research into this knowledge gap can provide a valuable contribution to literature by establishing the personal characteristics of individual managers in the marketing department that may be demonstrated as influencing behavioural competences and in turn, marketing department capabilities.

In summary, this research will avoid cognitive ability and focus its analysis on personality traits. However, as the following section will demonstrate, *trait theory*, as it is conventionally addressed in the literature (Cervone and Pervin, 2008), is not the only approach available to researchers for evaluating underlying personality characteristics.

### 2.3.2 'Conventional' Trait Theory or a 'Virtues Approach' to Measuring Personality Characteristics?

The core principles of trait theory, evident in most psychological texts, reflect a relatively new phenomenon, having been pioneered less than a century ago. In the 1920s, Gordon Allport developed the morally neutral concept of personality known as *trait theory* (Allport and Allport, 1923, Allport, 1921). In this development of personality trait identification and measurement, Allport encouraged psychologists to study objective entities “stripped of moral significance and...not imbued with inherent value” (Peterson and Seligman, 2004, p. 55). This animated language was used to position trait theory in relation to what it was replacing: *virtues*, as a means of describing character that has existed for over 2500 years.

The *Oxford English Dictionary* (1991) defines a virtue as, “a particular moral excellence; a special manifestation of the influence of moral principle in life or conduct”. Ever since the ‘axial age’ (800 to 200 BCE), personal characteristics have been identified and classified by philosophers. Gautama Buddha, Mencius and Lao-Tzu all recognized the importance of *virtues* in human development (Jaspers, 1968). The Hellenic philosophers, including Plato and Aristotle, considered virtue in military and civic life (Plato, c.370BCE) and regarded the virtue of courage as the most significant of all virtues (Aristotle, c.350 BCE). In the 20<sup>th</sup> and 21<sup>st</sup> centuries, virtue continues to be the subject of treatises from philosophers including Wallace (1978), Compton Sponville (2001) and MacIntyre (2007). A convergence of these virtues across history and different cultures was noted by Dahlsgaard et al. who recognizes broad resemblances falling into six categories: the six core virtues of *wisdom, courage, justice, humanity, temperance and transcendence* (2005).

However, Allport and Odbert maintain that virtues are normative constructs which contribute to character and that, unlike traits, character does not belong in psychology: “...character...is the evaluation of the social and moral significance of conduct, (*and*) is not a psychological problem” (1936, p.18). They maintain that virtues are an “unnecessary concept for psychology” (Cawley et al., 2000) and belong in the area of philosophy. This stance, taken by Allport, reflects the popularity of the positivist approach of social science at the time (Peterson and Seligman, 2004). Nevertheless, this style of personality measurement continued throughout the 20<sup>th</sup> century with different models of personality measurement proposed by proponents such as: Eysenck (1965) with the *Three Factor Theory*, which subsequently developed into the four categories of introversion, extraversion, neuroticism and psychoticism; Cattell (1965) with the ‘16PF’ or sixteen personality factors; and McCrae and Costa (1991) with the *Big Five* personality factors of neuroticism, extraversion, openness, agreeableness and conscientiousness. All of these personality trait approaches model

psychological constructs. This means that they are reflective in nature and are measured by observing and considering one's own or others' behaviours that emanate from trait characteristics in response to scale item questions.

However, in analysing and describing the personal characteristics which may influence competences and capabilities, this research chooses to adopt a *virtues* approach, in preference to the more conventional *trait theory* typified by the Five Factor Model of personality (McCrae and Costa, 1991). To be more specific, the approach adopted is *Character Strengths and Virtues* theory developed by Peterson and Seligman within the field of positive psychology (Peterson and Seligman, 2004). To support this decision, a brief background to this area of theory follows.

### ***Character strengths and virtues***

As the field of psychology developed during the twentieth century, some within the discipline became concerned that it had become too concerned with 'what is wrong' with people rather than being concerned with the study of character development (Peterson and Seligman, 2004). Some scholars described the 'Big Five tradition' as non-psychological: "...classification per se seems to be the goal, not an understanding of the causes or consequences of the classification's entities" (ibid , p.68). In response to these concerns, the research domain of *positive psychology* was developed to explore *positive personality traits* (Seligman and Csikszentmihalyi, 2000), reviving interest in the evaluation of normative behaviour and refocusing research on the benefits of developing virtues.

In their research into character strengths, two of the pioneers of positive psychology, Peterson and Seligman (2004), identified 24 particular character strengths. The classification followed extensive qualitative research including: group discussions with psychology experts in the field of psychology; workplace themes from research organisations; the extensive literature on 'good character' from philosophy, psychology and psychiatry; inventories of virtues and strengths from the world of classical literature; and character education programmes in areas including the Boy Scouts and social working. In the words of the authors, "no stone was left unturned" in identifying candidates for the classification. The data collected was then formally categorised according to principles proposed by Rosch et al. (1976) and character strengths grouped into 24 categories where a 'family resemblance' was apparent. These 24 areas of character strength were then categorised into six higher order categories which mirrored the *virtues* that were evident across classical literature dating back to 800BC (Peterson and Seligman, 2004, Dahlsgaard et al., 2005). Representing six groups of character strengths, these virtues comprise *wisdom, courage, justice, humanity, temperance* and

*transcendence*. Character strengths are, therefore, the *psychological processes* which define these virtues (Park and Peterson, 2006). They are detailed in Table 2-2.

### ***Why use a virtues approach?***

There are three reasons why this research chooses to use the character strength and virtues approach to describe and measure personality characteristics.

Firstly, the theory is notable in identifying desirable or *normative* characteristics in individuals; this is the nature of virtues. This has led some academics to claim that the field of traits and personality assessment suffers as a result of such an evaluative system of character assessment being excluded: “the absence of an integrated concept of strengths from mainstream psychology is an omission that can be traced back to Gordon Allport’s seminal definition of personality” (Linley et al., 2007, p.342).

<u>Core Classification (Virtue)</u>	<u>Character Strength</u>
<b>WISDOM &amp; KNOWLEDGE</b>	<b>Creativity</b>
	<b>Curiosity</b>
	<b>Open Mindedness</b>
	<b>Love of Learning</b>
	<b>Perspective</b>
<b>COURAGE</b>	<b>Bravery</b>
	<b>Persistence</b>
	<b>Integrity</b>
	<b>Vitality</b>
<b>HUMANITY</b>	<b>Love</b>
	<b>Kindness</b>
	<b>Social Intelligence</b>
<b>JUSTICE</b>	<b>Citizenship</b>
	<b>Fairness</b>
	<b>Leadership</b>
<b>TEMPERANCE</b>	<b>Forgiveness &amp; Mercy</b>
	<b>Prudence</b>
	<b>Self-regulation</b>
<b>TRANSCENDENCE</b>	<b>Appreciation of Beauty &amp; Excellence</b>
	<b>Gratitude</b>
	<b>Hope</b>
	<b>Humour</b>
	<b>Spirituality</b>

*Table 2-2: Character strengths and virtues (Peterson and Seligman, 2004)*

Secondly, in doing this, a character strengths and virtue approach uses language which is more readily understood, simpler and more comparable with everyday speech than constituents of

personality such as *neuroticism, introversion, extroversion, conscientiousness* and *openness to experience* (McCrae and Costa, 1991). As Peterson and Seligman comment, “a virtue or strength describes a person as well as what that person does” (2004, p.69). This is likely to be beneficial, as the meaning of the character strength terms used may be more immediate and relevant to those describing or being described: those *describing* may be more easily understood and those *being described* may be more effectively motivated by receiving clearer, more accessible information on their characteristics.

A third reason for using this approach is that character strengths and virtues can be developed in individuals. In this respect using this approach varies little from conventional personality trait measurement from Eysenck, Cattell, and McCrae and Costa; this is despite their being defined by the APA as ‘enduring qualities’. Eysenck maintained that while genetic factors play a large part in individual personality, this determined predispositions only, and that it was quite possible for an individual to unlearn responses and to learn to modify social conduct; in effect, changing personality style (Pervin and Cervone, 2010, p.263). Peterson and Seligman support this view maintaining that traits are “stable and general but also shaped by the individual’s setting and thus capable of change” (2004, p.10). This belief dates back to Aristotle who regarded virtues as character traits that could be acquired through teaching, practice and habituation (Von Wright, 1963). It can be observed that this is a common belief across UK society where aspects of education and social activities support the development of areas of character strength and virtues. For example, PSHE education in schools promotes personal well-being and teaches aspect of relationships (OFSTED, 2013); and the Scouts organisation in the UK teaches young scouts *trust, loyalty, friendliness, courage* and *self-respect* (Scouts UK, 2017).

### **2.3.3 The Integrity of Character Strength and Virtues in Measuring Personality Traits**

The 24 individual measures of constructs used by Peterson and Seligman were found to be reliable by Linley et al. (2007) reporting composite reliability ‘alpha’ values in excess of 0.7. These same scales, published in the current International Personality Item Pool (IPIP, 2011) also show alpha values of above 0.7.

Although the 24 constructs are reliable individual measures, MacDonald et al. (2008) found that the 24 character strengths did not produce a factor structure consistent with the six virtue groups proposed. Park et al. (2006, p.901) explain this by maintaining that the use of core virtues was not

based on the “expectation that it would carry the empirical structure of positive traits”; it was based on philosophical notions. Furthermore, like the 24 character strengths identified, the six virtue areas had been found to be ubiquitous across culture and generations.

It is also noted that the 6 core virtues might well comprise strengths which represent quite varied ways of displaying them. Consequently one “would not necessarily expect substantial covariation amongst them” (Park and Peterson, 2006, p.901). This would suggest that virtues, as presented by Peterson and Seligman are *formative* constructs where “separate components...cause the existence of the construct” (Lee and Lings, 2008, p.172) and where the indicators are defining characteristics of the construct rather than their being reflective of the construct. Virtues should, therefore, be regarded as composite formative variables (Cadogan and Lee, 2013).

This thesis will use Peterson and Seligman’s *character strengths and virtues* approach to identify and measure traits. However, as character strengths and virtues can still be described as traits, and for the sake of brevity, the term *trait* will continue to be used to describe these character strengths. It is important to note that *virtues* will be regarded as higher order constructs in a similar manner to Eysenck’s *introversion* which comprises *persistence, rigidity, subjectivity, shyness and irritability* (Eysenck, 1965, p.13), each of which are measured using a series of lower order *character strengths*.

### 2.3.4 Conclusion

In summary, it has been established that behavioural competences are distinct from traits. Attention has also been drawn to the distinction between personality traits and cognitive ability, and highlighted the research gap present in establishing personality traits as determinants of behavioural competences. This justifies the focus of this thesis on *personality traits*, which, for the remainder of this thesis, will simply be known as *traits*. However, as an alternative to using conventional trait theory, *character strengths and virtues* theory will be used; theory drawn from the field of positive psychology but based on virtues literature stretching back over 2500 years. The benefit of this approach over more conventional trait theory is the communicability of traits concepts facilitated by the normative nature of character strengths. Finally, the integrity of measuring these characters strength constructs was examined and these methods were found to be reliable.

## 2.4 Summary and Conclusion to the Literature Review

The aim of this research is *to determine the marketing manager characteristics that positively influence the capabilities of the marketing department*. Its intention is to contribute knowledge to the field of strategic marketing, facilitated by drawing on three other domains of literature: strategic management, human resource management (HRM) and psychology.

The literature review begins by establishing the theoretical context within which capabilities, specifically marketing department capabilities, can be viewed: the resource based view of strategy (RBV). The key principle underlying RBV is that business performance can be enhanced by marrying a firm's resources with market opportunities, where resources consist of a combination of the firm's assets and its capabilities to deploy them. Strategic marketing literature and research has integrated RBV theory from the strategic management domain, and both fields present copious amounts of empirical evidence supporting the positive relationship between marketing capabilities and business performance.

Potential confusion exists within and between strategic management and strategic marketing literature in the varied use of the term *competences* to describe a similar phenomenon to *capabilities*. This is exemplified by Prahalid and Hamel's *core competences* (1990) where the term *competences* has the same meaning as *capabilities*. Due to the use of the terms *competence(s)* and *competency(ies)* in the HRM literature, to describe the construct of individual rather than organisation or functional level 'capacities', words associated with competence are avoided in any discussion of capabilities in this thesis.

The strategic marketing literature is also sometimes unclear regarding the level in the organisation at which marketing capabilities are being described. The largely theoretical typologies that are presented in Appendix A.1, detail capabilities predominantly attributed to the marketing function but occasionally referred to as organisational capabilities. Grant's presentation of functional capabilities in the strategic management field, does not mention organisation level capabilities *per se*, but shows cross-functional capabilities, possessed by the different functional departments, enabling different functional capabilities to combine. This can be interpreted as combined functional capabilities being one and the same as organisation level capabilities. Strategic marketing literature is, therefore, focused on the presentation of, what are sometimes empirical, but mostly theoretical typologies of functional capabilities. Importantly, individual level capabilities are acknowledged by authors such as Hooley et al. (1998), but these do not attempt to present detailed typologies of specific individual capabilities.

At functional level, literature also presents two different types of capability: *specialised marketing knowledge* and *architectural marketing capabilities*. However, the strategic marketing literature reveals a third type, which this author refers to as *facilitating capabilities*. This is exemplified by the marketing department capabilities of *accountability* and *innovativeness*, found by Verhoef and colleagues to be significant determinants of business performance through the mediators of marketing department influence and market orientation (Verhoef and Leeflang, 2009, Verhoef et al., 2011).

It is important to note that the review of strategic marketing and RBV literature reveals no empirical research, and little theory, regarding individual level marketing capabilities, and it is recognized that any intention to develop departmental marketing capabilities must begin with a consideration of the individual capabilities from which they are built. Knowledge of individual marketing capabilities, known in HRM literature as *competences*, is, therefore, regarded as an important gap in the marketing literature, the examination of which would be of value and contribute to strategic marketing theory.

In order to better understand the area of individual capabilities or competences (generically referred to as *capacities*), the review then draws on the human resource management (HRM) literature, and specifically *competence theory*. It is first established that, distinct from functional capabilities, competences describe *individual* capacities to undertake particular tasks or job roles. It is also established that HRM literature acknowledges that functional and organisation level capabilities emanate from individual level competences.

The nature of competences is then explored and its constituents of knowledge, skills, abilities and behaviours, explained. Supported by competence literature, the dichotomy of technical and behavioural competences is justified: technical competences comprising *knowledge, skills and abilities* and behavioural competences comprising *behavioural repertoires*. These behavioural competences are described as behaviours underpinning successful performance and relate to how knowledge and skills (technical competences), are used. As such they help realise technical competences. However, the specific nature of the relationship between technical and behavioural competences remains unexplored, with no empirical research evident or considered theories expounded. This is recognized as an important gap in knowledge which, if explored, might reveal the relative importance of these two areas of competence and their inter-reliance.

The review of competences concludes by recognizing that the constituents of behavioural competences differs between academics. Some include traits as constituents of behavioural



competences and others regard traits as quite separate. Based on the literature, this author adopts the position of traits as being distinct from behavioural competences. Literature is cited which declares behavioural competences as being defined in the context of job role and traits as being measured in isolation from work. Furthermore, a range of literature positions traits as determinants of behavioural competences.

In response to this, the final section of the literature deal with traits and begins by establishing the distinction between personality traits and cognitive ability. Comment is made regarding the abundance of research relating cognitive ability to job performance, but an absence of any empirically based knowledge regarding personality trait determinants of behavioural competences in marketing managers. It is maintained that research into this knowledge gap can provide a valuable contribution to literature by establishing the trait characteristics of marketing managers that may be shown to influence behavioural competences and in turn, marketing department capabilities.

The section progresses by briefly examining two alternative methods of describing and measuring personality traits, which will be known throughout this research as simply *traits*. It is explained that trait theory, originating in the early 20<sup>th</sup> century, was designed as a non-evaluative way of measuring personality characteristics, typified more recently by the 'the Big Five', and the '16pf', methods of measurement. Trait theory was developed to replace the tradition of describing personal characteristics using virtues such as prudence and courage, which are known to stretch back as far as 800BC. This virtues approach has been revived during the past twenty years through the domain of *positive psychology*: a branch of psychology developed to help cultivate positive characteristics in individuals. This approach deals with, what are termed, *character strengths and virtues* classified in a typology comprising 24 individual character strengths, divided between 6 virtue groups and reflecting the traditional virtues of *wisdom, courage, humanity, justice, temperance* and *transcendence*. This approach is chosen in preference to conventional trait theory because this thesis is examining *positive* characteristics in marketing managers and because this area of theory uses a vocabulary of character descriptions more readily understood by non-psychology practitioners such as marketing directors, recruiting or developing marketing managers.

To conclude, this thesis is seeking to *identify the competences and traits of marketing managers that can positively influence the marketing department's capabilities*. This statement alludes to the broad contribution of this research to strategic marketing theory and potentially offers a method of improving marketing department capabilities and, in turn, business performance, through the development of individual traits and competences. In order to clarify the context of the research, however, it has been necessary to draw on the domains of strategic management, HRM and

psychology. This has provided a clearer understanding of the gap in knowledge regarding individual competences, has highlighted the poor knowledge that exists in competence theory regarding the relationship between technical and behavioural competences, and finally, has demonstrated the dearth of research regarding personal traits that can positively influence behavioural competences.

This thesis will continue in the next chapter with a summary of the research gaps identified in this literature review. Based on these gaps, research questions will be established and the contribution from researching these questions elaborated upon.

# 3 CHAPTER THREE – RESEARCH QUESTIONS AND METHODOLOGY

## *Introduction*

The aim of this thesis, as explained in its opening chapter, leads to two research objectives: *to identify the key competences and traits of the most effective marketing managers; and to determine the nature and extent of the influence relationships between marketing manager competences and traits, and marketing department capabilities.* Following consideration in Chapter Two of the areas of existing theory pertinent to these objectives, this chapter will begin by detailing the research gaps evident in that literature. This will enable research questions to be established, answers to which will contribute to academic theory and knowledge. The chapter will then move on to address the research philosophy within which these research questions will be addressed, which has direct implications for the design of the research project and the methods chosen. Finally, research ethics will be considered and the University's approval for this research recognized.

## **3.1 Research gap, research question and contribution to knowledge**

### **3.1.1 Research Gap**

It is observed by Meyer that strategy research “has crystalised around one definitive research question: ‘What causes certain firms to outperform their competitors on a sustained basis?’” (1991, p.828). This wide reaching area of research, aiming to identify determinants of business performance, includes a body of empirical research which has conclusively shown that marketing department capabilities have a positive impact on business performance (Vorhies, 1998, Fahy et al., 2000, Vorhies and Morgan, 2005a, Morgan et al., 2009, Hooley et al., 2005, Krasnikov and Jayachandran, 2008, Verhoef and Leeflang, 2009, Verhoef et al., 2011, Wu, 2013). While business performance is not the focus of this research, the area of marketing department capabilities is.

strategic marketing literature supports the notion that these marketing department capabilities are reliant on individual employees' competences. For example, Day has described capabilities of the business as comprising "accumulated employee knowledge and skills" and the "values and norms that define the content and interpretation of the knowledge" (1994, p.39). Hooley maintains that "capabilities essentially lie in the skills and competencies of the individuals in the organisation and how those combine with others" (1998, p.101). Piercy also maintains that capabilities are reliant on individuals, commenting that "implementation capabilities may rely on a specific manager who exerts the abilities and influences needed to achieve effective implementation" (1998, p.234). However, as the literature review has highlighted, Day, Hooley, and Piercy along with other academics in strategic marketing, present theoretical propositions which remain unsupported by empirical research. This exposes a number of important and related gaps in strategic marketing theory, beginning with the issue of there being no empirically founded detailing of effective marketing managers characteristics, and following on to the absence of any empirical studies into the relationship between such characteristics and marketing departmental capabilities. These gaps in theory and knowledge are now elaborated upon.

### ***The gaps***

There are six areas in the literature where gaps in knowledge are evident. Section 2.1.3 of the literature review, and Appendix A.1, shows studies from the field of strategic marketing which identify areas of knowledge and skills. However, many of these present capabilities at functional/departmental level, not individual, and are almost exclusively theoretical in nature. Those studies which purport to examine individual competences in marketing, are found to either identify roles and responsibilities rather than competences, or are general in nature, identifying a limited number of categories of competence rather than detailing specific individual competences. All of these fall short of identifying details of specific technical competences, behavioural competences, or traits. Literature does not, therefore, present any empirical data regarding the personal characteristics which make effective marketing managers, or the relative importance of different types of characteristics ie. *knowledge and skills* (technical competences); *behavioural repertoires* (behavioural competences); and *traits*.

Competences and trait theory, therefore, shape the first three research gaps (G1, G2 and G3) which are identified as:

*G1 – We do not know which technical competences are important in the most effective marketing managers.*

*G2 – We do not know which behavioural competences are important in the most effective marketing managers.*

*G3 - We do not know which traits are most important in the most effective marketing managers.*

The strategic marketing literature supports the notion that marketing department capabilities are reliant on individual employees' competences (Day, 1994, Hooley et al., 1998, Piercy, 1998). However, these are propositions and, as such, are not supported by empirical evidence. This also means that we remain ignorant of the individual effects of technical competences, behavioural competences and traits on marketing department capabilities. This research gap can be expressed as:

*G4 - We do not know what the extent to which technical competences, behavioural competences and traits influence marketing department capabilities .*

Existing theory recognizes the complementary nature of Behavioural and technical competences. In the HRM literature, Spencer and Spencer(1993) claim that knowledge and skills require *drive* for them to be used and Boyatzis (1982) claims that technical competences are inadequate without behavioural competences. This relationship is also recognized in the strategic marketing literature: Day maintains that some marketing capabilities cannot be realised without addressing values, beliefs and behaviours (1994). However, no literature is apparent from either domain which theoretically or empirically examines the *nature* of this relationship. This presents the possibility that the two competences may act independently on capabilities. Alternatively they may interact with one another or may have both direct and interaction effects. This presents a further research gap which can be expressed as:

*G5 – We do not know the nature of the relationship between technical and behavioural competences*

It is evident from HRM literature that technical competences are influenced by such things as education and qualifications, experience and cognitive ability. On the other hand, behavioural competences, like behaviour, are likely to be influenced by personality traits. Regarding marketing managers, however, no research has been found regarding how their traits might influence behavioural competences. This research gap can be expressed as:

*G6 - We do not know the influence of particular traits on behavioural competences*

### 3.1.2 Research Questions

The above research gaps, evident from the literature review, pose the following research questions

*RQ1 - What are the technical competences prevalent in the most effective marketing managers?*

*RQ2 - What are the behavioural competences prevalent in the most effective marketing managers?*

*RQ3 - What are the traits prevalent in the most effective marketing managers?*

*RQ4 - To what extent do technical competences, behavioural competences and traits influence marketing department capabilities?*

*RQ5 - What is the nature of the relationship between technical and behavioural competences?*

*RQ6 - To what extent do traits influence behavioural competences?*

As will be discussed later in this section, the nature of the research questions means that RQ1 to RQ3 require qualitative research. Questions 4 to 6 involve the nature of the relationships between variables: an aspect that can be examined quantitatively. This means RQ4 to RQ6 can only be empirically tested once RQ1 – RQ3 have been addressed.

### 3.1.3 Research contribution

This section explores the contribution which will potentially result from addressing the six gaps in the literature (G1 to G6) through the corresponding research questions (RQ1 to RQ6). These are summarized in Table 3-1. It begins by addressing the nature of the influence between personal characteristics and marketing department capabilities, and also, between those personal characteristics themselves ie. between traits behavioural competences and technical competences. These are the relationships expressed in RQ4 to RQ6.

#### ***Contribution from research questions 4-6***

The seminal 2009 paper by Verhoef and Leeflang (2009) and the subsequent cross-national study by Verhoef et al. (2011) are just two pieces of academic research which demonstrate that marketing department capabilities, measured at this functional level, act as determinants of business performance, albeit through the mediators of marketing department influence and market orientation. However, as with any research into marketing department capabilities, the

operationalization of this knowledge is potentially difficult when the construct is not related to individual characteristics.

This empirical research will provide evidence that marketing department capabilities are determined by one or more type of individual characteristic, in the form of technical competences, behavioural competences and Traits (RQ4). This offers a significant contribution to strategic marketing theory as this knowledge can be used as a foundation for the future development of departmental capabilities.

The research will also endeavour to explain the relationship between the three potential determinants: technical competences, behavioural competences and traits. Firstly, evidence of traits' influence on behavioural competences (RQ5) will offer an important contribution to both HRM and strategic marketing theory in confirming the view taken by some researchers in competence theory that: a/traits and behavioural competences can be considered separately; and b/that traits are determinants of behavioural competences.

Results are also expected to indicate how technical and behavioural competences interact (RQ5). This, again, offers an important contribution to both HRM and strategic management theory in clarifying whether behavioural competences have a moderating effect on technical competences, whether Technical and behavioural competences act independently, or whether there is a mixture of the two effects, in influencing marketing department capabilities. This is important, for if behavioural competences are moderating variables, this would influence the extent to which particular levels of technical Competence would influence marketing department capabilities; or as Baron and Kenny express it, they would "specify when certain effects would hold" (1986, p.1176).

### ***Contribution from research questions 1-3***

The contribution from *determining the technical competences, behavioural competences and traits of effective marketing managers* falls into three areas: their benefit to practitioners, marketing educators and academic researchers.

#### ***Practitioners***

The first three research questions (RQ1 to RQ3) involve the identification of desirable marketing manager characteristics in the form of technical competences, behavioural competences and Traits. The identification, using empirical research of such characteristics, will be of benefit to senior marketing practitioners involved in building marketing department capabilities. Technical competences, behavioural competences and traits, found to be the most influential from the Delphi

study, will be available to guide training programmes for the development of existing marketing managers and for the revision of job holder characteristics in marketing manager recruitment.

The distinctions between technical competences, behavioural competences and Traits, also draws attention to particular areas of behavioural competence, which, by their nature are more difficult to imitate than technical competences. Examples of this might include *taking responsibility for decisions* or *collaborating across departments*. For competitors to imitate these behavioural areas, compared with knowledge and skills (ie. technical competences), is more difficult and can result in causal ambiguity from the competitor perspective. This can lead to sustainable competitive advantages for the organisation (Barney, 1991).

#### *Marketing educators*

The closely allied domain of personal selling and sales management has examples of research into personal characteristics (Barrie and Pace, 1997, Cron et al., 2005), and these are cited in sales management texts. Johnston and Marshall (2013) devote an entire chapter of their *Sales Force Management* text to 'Personal Characteristics and Sales Aptitude: Criteria for Selecting Salespeople'. It is rare to see such discussion in marketing texts. One rare example comes from Palmer et al (2007), in their book *Marketing Management*, who devote chapters to 'Management Skills', 'Leadership' and 'Motivation'. However, the content of these chapters is largely theoretical and not founded on empirical marketing research specific to marketing managers.



Research Objectives		Gaps G1-G6	Research Questions RQ1-RQ6	Study	Potential Contribution
<i>to identify the key competences and traits of the most effective marketing managers</i>	1	Literature does not present any empirical data regarding the personal characteristics which 'make' effective marketing managers, or the relative importance of different types of characteristics: 1. knowledge and skills (technical competences), 2. behavioural repertoires (behavioural competences); and 3. traits.	<i>What are the technical competences prevalent in the most effective marketing managers</i>	Delphi Study	Desirable Marketing Manager Characteristics will be identified to facilitate staff recruitment and development, marketing education and a basis for further study into the 'characteristic of effective marketing managers'
	2		<i>What are the behavioural competences prevalent in the most effective marketing managers</i>		
	3		<i>What are the Traits prevalent in the most effective marketing managers</i>		
<i>to determine the nature and extent of the influence relationships between marketing manager competences and traits, and marketing department capabilities</i>	4	We do not know the extent to which <i>technical competences, behavioural competences and Traits</i> influence <i>marketing department capabilities</i>	<i>To what extent do technical competences, behavioural competences and Traits influence marketing department capabilities</i>	Research Survey	marketing department capabilities can be operationalized through action at individual level.
	5	We do not know the nature of the relationship between <i>Technical</i> and <i>behavioural competences</i> ,	<i>What is the nature of the relationship between Technical and behavioural competences</i>		Could explain whether TCs are affected by BCs, whether they have independent effects of whether there is a combination of the two. The two competences may have differing direct effects on marketing department capabilities and this may help practitioners to determine which competence it may be better to develop or recruit.
	6	We do not know the influence of particular <i>Personality Traits</i> on <i>behavioural competences</i>	<i>To what extent do Traits influence behavioural competences</i>		Clearly desirable traits can be sought or developed separately from behavioural competences in the knowledge that they will influence them.

Table 3-1: Summary of research gap, research questions and contribution

Research findings relating to RQ1, RQ2 and RQ3, will potentially enable marketing educators to discuss, not just the technical competences (knowledge and skills) already dominating most marketing texts, but also behavioural competences and traits that may enhance the use of these technical competences, with the confidence of knowing this is based on empirical evidence. This can be of benefit in improving marketing education programmes in further and higher education, and in professional qualification training.

#### *Academic Researchers*

Varadarjan states that “any proposed domain must be sufficiently broad to encompass...some of the future directions in which the field might evolve” (2010, p.126). As the literature review makes clear, the development of strategic marketing theory into the realm of individual competences and traits, broadens the current boundaries of strategic marketing theory into an area that potentially improves business performance. Given Meyer’s (1991) comments regarding the crystallization of research around the means to outperform competitors, this potential new field of research should be of interest to marketing academics and provide a platform for further study of the characteristics of effective marketing managers.

### **3.2 Research Philosophy**

Having identified the key research questions, the methods that should be used to examine them now require consideration, and this must begin with considering the writer’s research philosophy. This is necessary because “methods are not neutral tools” (Bryman and Bell, 2015, p.19) and how research questions are tackled are directly influenced by how the researcher interprets the world or “how social scientists envisage social reality” (ibid). A research strategy appropriate to the writer’s philosophy should, therefore, be considered along with a research design that is capable of effectively addressing the research questions.

As background context to the objectives of the research and the philosophy adopted, it is relevant to note that this author spent 30 years as a marketing practitioner and over that period developed attitudes towards the marketing profession which stimulated interest in the subject of the research being undertaken: the characteristics of marketing managers and their effects on departmental capability. Before discussing the methods selected to undertake the research, the writer’s ontological and epistemological perspectives will be explained and how these have influenced the methods selected.

### 3.2.1 Ontological and Epistemological Foundations of the Research

Ontology is concerned with the nature of reality and, in relation to research, the way in which we perceive the world can be recognized as being created in our own minds. As Burrell and Morgan (1979) point out, when growing up, our own experiences teach us that our views of particular phenomena are often the same or similar to that of others and although we might accept different interpretations of what we experience, we form the opinion that, generally, what we witness is the same as what others witness. The authors comment that attempts to govern populations or manage groups of people would be largely impossible if others viewed what they saw quite differently.

The research involved in this dissertation is undertaken with senior marketing executives and marketing managers involved in business practice, who similarly, would be unable to do their jobs unless they believed that realities existed outside the human mind. Ontologically, therefore, this research takes an objective or realist approach; it assumes that “social realities exist in reality external to social actors” (Saunders et al., 2009, p.110) and “the real world exists, independent of labels” (Huff, 2009, p.109). However, as we have accepted that different perceptions may, under some circumstances, play a part, we might more accurately describe this researcher as *critically realist* in nature : “what we experience are sensations, the image of things in the real world, not the things directly” (Saunders et al., 2009, p.115).

Critical realism assumes there are two stages to perceiving the world; firstly, sensing or experiencing the things themselves, and, secondly, the mental processing that takes place after we have sensed it. Beliefs and knowledge will therefore be interpreted through social conditioning (Saunders et al., 2009, p.119). This is appropriate to the research when it is considered that respondents will be asked about both their perceptions of *others'* behaviour and attributes, and, of their own. They will also be asked the extent of those behaviours and attributes, and this is likely to be scored in relation to what the respondent sees as a norm for those characteristics.

Rather than taking a direct realist perspective where ‘what you see is what you get’ and a belief that what we see is accurate, the critical realist perspective acknowledges that observations of behaviour and perception of traits may be influenced by that particular individual’s perspective, including perceptions of their own competences and traits. The possibility that this might affect the reliability and validity of results in statistical analysis will be identified through tests for such things as social desirability bias, skewness, kurtosis, and sampling and non-sampling error. In this research, such different perceptions may also be managed by excluding outlying results from the analysis, as will be

the case in the research survey. This is, however, more difficult to overcome in qualitative data analysis.

Epistemological considerations, concerned with the nature of knowledge and what might be regarded as acceptable knowledge (Saunders et al., 2009), follow on from the ontological position. If, as we believe, realities do exist largely independent of the human mind, and that phenomena observed do represent reality, this would suggest that repeated observations of such phenomena demonstrate that the world works in particular ways. The purpose of this research is to examine similarities between marketing managers in terms of their knowledge, skills, behaviour and traits and relate these to particular outcomes at a departmental level; specifically, the extent to which these can positively influence marketing department capabilities.

The belief that this research will be able to reveal these marketing manager characteristics and that the data is credible, indicates that this research adopts an objective position rather than believing that each individual has a subjective and incomparable interpretation of characteristics. It is expected that there will be a large cluster of interpretations, very similar in nature, which will be taken as being the most likely view of subsequent observers. In other words, there is an expectation, in such empirical research, of a level of consistency and reliability, were the same phenomena to be measured on different occasions (Huff, 2009, p.119). This reflects a *positivist* position where findings “confirmed by the senses can be genuinely warranted as knowledge” (Bryman and Bell, 2015), but with an acceptance that, under certain circumstances, responses may be based on different views of the world.

It follows on from this positivist or more so, critical realist position, that individuals involved in research will be influenced by their surroundings rather than being totally free thinkers. This means that axiological positions may differ between individuals and that responses will be value laden; based on their own beliefs of what is an ‘effective marketing manager’. This would be categorised as following a model of *determinism* rather than voluntarism; respondents, although they may believe it to the contrary, are rarely totally free to make up their own minds.

### ***Influence of research philosophy on methods adopted***

The above research philosophy has influenced the methods adopted in the research. If phenomena can be reliably observed and measured, in order to identify objective ways in which those phenomena operate or relationships hold between variables, the methodological approach is nomothetic in nature and, as such, is concerned with “generating statements that apply regardless of time and space” (Bryman and Bell, 2015, p.68) or “stating laws” (Sykes, 1978).

Of the four research paradigms identified by Burrell and Morgan (1979, p.22), this combination of a realist (critical), positivist, determinist and nomothetic approach would be described by these authors as functionalist, which they refer to as the “dominant framework for the conduct of academic sociology and the study of organisations” (ibid, p.25). It is the most common of the four and attempts to “seek(s) to provide essentially rational explanations for social affairs...(and is)...highly pragmatic in orientation” (ibid, p.26). It is believed that the social world contains relatively concrete empirical artefacts and relationships which can be identified, studied and measured.

The objective nature of this approach and the end goal of creating laws or rules also lends itself to the setting of hypotheses which reflect them, and the testing of these relationships using experimentation or cross sectional surveys. However, the lack of existing literature in the field means that an exploratory research project, to identify areas to be measured, is necessary. This will now be dealt with under research strategy.

### **3.3 Examination and Justification of Research Strategy and Design**

#### **3.3.1 Strategy and Design**

Methodological texts present numerous different perspectives on the structure of research approaches. Iacobucci and Churchill present three core types of what they term research designs: exploratory, descriptive and causal research (Iacobucci and Churchill, 2010). Bryman and Bell (2015), regard the key decision relating to research philosophy as being *research strategy*; specifically whether the research will be qualitative, quantitative or mixed methods. Both sets of authors are, however, describing the same research aspects: exploratory being qualitative, and descriptive and causal being quantitative.

Nevertheless, Bryman and Bell (see Table 3-2) introduce a second dimension, which they term *research design* and which presents different frameworks that can be adopted within the chosen strategy. Within strategy, therefore, research design can be experimental, cross-sectional, longitudinal, case study or comparative. The choice of which design to opt for, as with strategy, reflects the researcher’s philosophy, insofar as it demonstrates the importance given to causality (experimental), the research context (case study), the temporal nature of research (longitudinal) and the ability to generalize findings to a wider population (cross sectional surveys).

	<b>Research Strategy</b>	
<b>Research Design</b>	<b>Quantitative</b>	<b>Qualitative</b>
<b>Experimental</b>	<i>Experiments are normally quantitative</i>	<i>No typical form</i>
<b>Cross-sectional</b>	<i>Surveys or observational research</i>	<i>Personal</i> <i>Personal Interviews</i> <i>Discussion/focus groups</i> <i>Delphi Research Panel</i>
<b>Longitudinal</b>	<i>Social research surveys</i>	<i>Ethnographic research over more than one period and involving qualitative interviews.</i>
<b>Case Study (Single and Comparative)</b>	<i>Survey within a single organisation (or comparison between two or more) of differences in different measured phenomena. Eg. departmental differences in salary levels, personality types</i>	<i>Survey within a single organisation (or comparison between two or more) of attitudes or methods adopted</i>

*Table 3-2: Research strategy and research design (adapted from Bryman and Bell, 2015)*

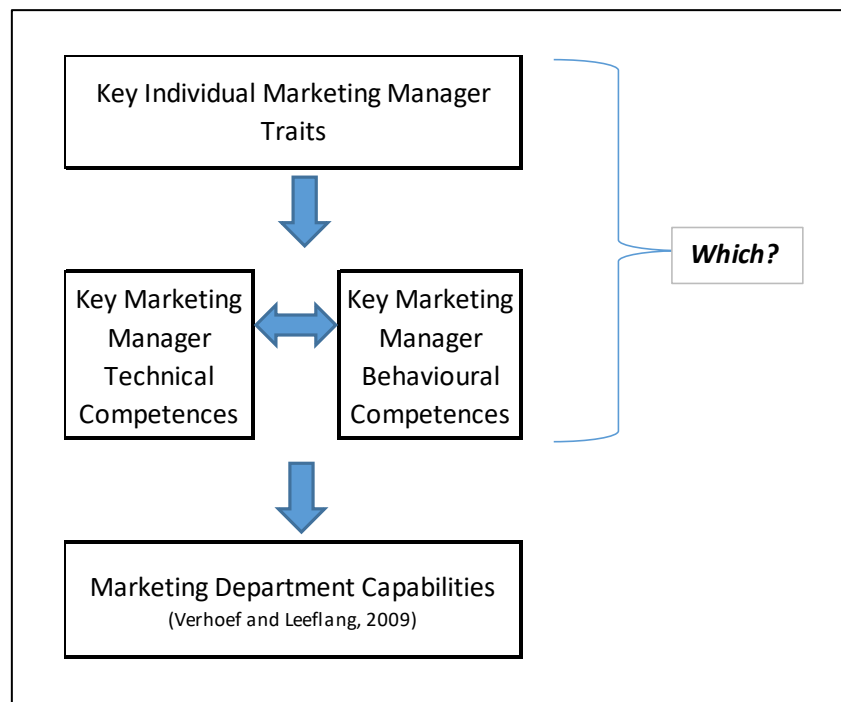
The strategy in this research project utilises both qualitative and quantitative research, or *mixed methods*, to fulfil the objectives of the overall research. Qualitative research is necessary to explore what senior executives in organisations, responsible for recruiting and managing marketing managers, regard as key marketing competences and traits. Only once these have been identified, can the potentially complex influences between these characteristics be considered. For research into these influences to be generalizable and of practical use to organisations, quantitative analysis is required. Such research can identify the cause of relationships between variables with known levels of probability.

This is therefore a mixed method research design, known more precisely as an *exploratory sequential design* (Bryman and Bell, 2015) and is necessary when neither method on its own is able to provide sufficient explanation to enable an understanding of the phenomenon being researched.

### **3.3.2 Areas of theory and how they relate to methods used**

The literature review covers the three important areas of theory involved in this research: the resource based view of strategy, which covers marketing department capabilities; competence

theory, which covers technical and behavioural competences; and trait theory, which covers the individual traits that theoretically underlie competences. Key to the aim and objectives of this research is that the outcomes of the model, namely marketing department capabilities, have already been empirically established and their positive influence on marketing department influence, market orientation, and business performance, demonstrated. (Verhoef and Leeflang, 2009, Verhoef et al., 2011).



*Figure 3-1: Theoretical links between traits, competences and capabilities – no empirical support*

Literature suggests that marketing department capabilities are influenced by the competences of the individuals which comprise the department. Traits literature suggests that these competences, particularly behavioural competences, are influenced by individual traits. However, neither of these areas, or the relationships between the three levels shown in Figure 3-1, have any empirical support specifically in respect of marketing managers and the marketing departments within which they work.

This empirical research cannot proceed without accurately specifying all variables in the model. The exploratory, qualitative phase of the research is, therefore, necessary to identify more clearly the two groups of variables: competences and traits. It will set out to identify what the most important traits, and competences are in marketing managers (RQ1 to RQ3). Only once these are identified can

these groups of key competences and traits be considered in terms of their causal relationships to one another, as reflected in RQ4, RQ5 and RQ6.

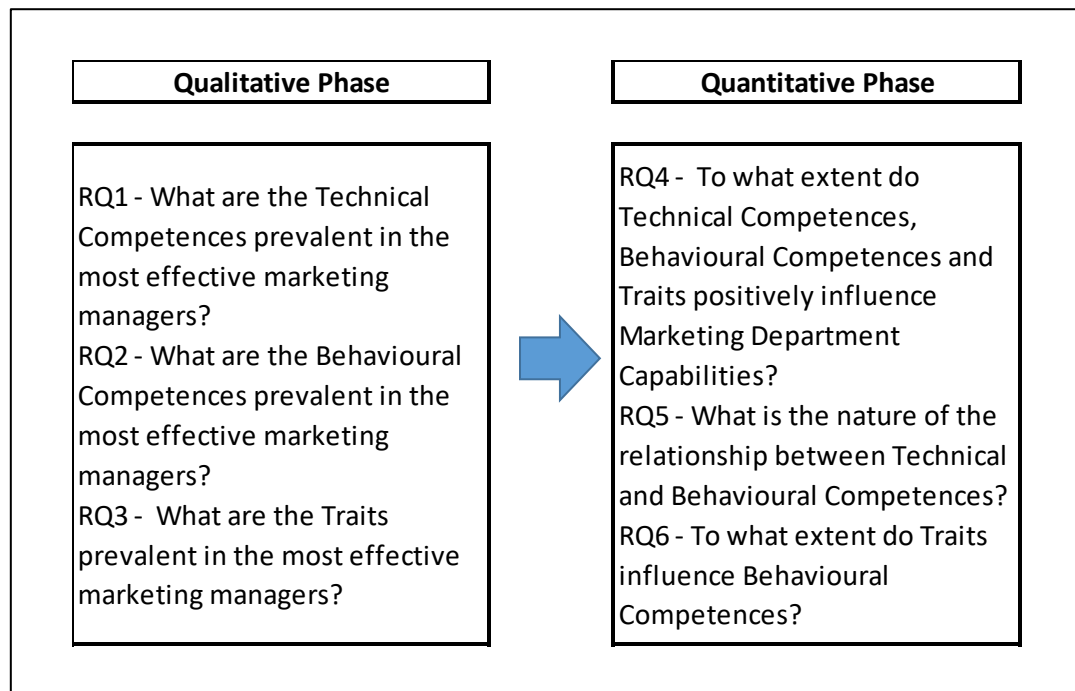


Figure 3-2: Research Questions require Two Phases of Research

In summary, therefore, this exploratory sequential design will tackle research questions in two phases of research. As shown in Figure 3-2, these are addressed in an initial qualitative phase and a subsequent quantitative phase. Regarding research design, or the ‘framework for the collection and analysis of data’ to be used at each of these stage (Bryman and Bell, 2015), this will now be explored.

### 3.3.3 Which Qualitative Method?

#### ***Alternative research designs available***

In determining an appropriate research design to address the research objective of *identifying competences and traits in effective marketing managers*, research questions RQ1, RQ2 and RQ3, are identified as being exploratory and qualitative in nature. The respondents targeted will not be marketing managers, but individuals who have insight into the characteristics of marketing managers from the perspective of employing or training those individuals, or from undertaking research into marketing manager activities. This respondent group will comprise, primarily, Marketing Directors, Chief Executives and research academics. The sampling frame will be discussed in more detail in section 4.1.1. There are a three research design options available that can be



considered in targeting these respondent groups: the case study, longitudinal and cross sectional designs. The suitability of these designs are now considered.

#### *Case study design*

Case study design entails a detailed analysis of a particular organisation, location, event or person (Bryman and Bell, 2015). This would be particularly beneficial if the researcher wishes “...to gain a rich understanding of the context of the research and the processes being enacted” (Saunders et al., 2009, p.146). This is not the objective of this first study; the context and processes are already clear from extant literature. In particular, theory exists in the field of individual characteristics; HRM and psychology theory has provided a framework within which these questions can be asked: the framework of technical competences, behavioural competences and traits. Furthermore, to achieve a greater validity and reliability of results, a sample of opinion is required, rather than a deeper understanding of that opinion. Although multiple case studies would improve validity and reliability, for a case study method to be suitable only organisations large enough to employ large numbers of suitable senior executives, such as marketing directors and CEOs, could be considered. This would make accessing the cases unnecessarily difficult. In conclusion, as the depth of analysis offered by the case study is not necessary, the case study design is rejected as unsuitable.

#### *Longitudinal v cross-sectional design*

The aim of this research is to identify marketing manager characteristics; characteristics which have not previously been identified and which are currently relevant. It does not aim to examine how these might change over time. As such, a longitudinal study is regarded as unnecessary.

The cross-sectional research design involves taking a “snapshot...at a single point in time...(which)...is representative of some known universe” (Iacobucci and Churchill, 2010, p.93). Selecting a cross-sectional research design will, therefore, provide a current view from the ‘universe’ of senior executives known to have experience in the management, selection or development of marketing staff across a selection of different organisations, as well as from research academics associated with strategic marketing.

#### ***Alternative research methods***

A range of alternative methods exists for exploratory or qualitative cross-sectional research. Of those appropriate to the questions being posed in this research, three of the most common methods in management and marketing research are personal interviews, discussion groups and self-administered questionnaires.

### *Personal interviews*

Personal, or depth interviews are conducted on a one-on-one basis where the interviewer attempts to build a rapport with the respondent and asks a series of questions around one or more subjects. The form of the interview may be: structured in nature, where a fixed set of questions are asked; or semi-structured, where the interviewer may use questions as a guide to stimulate discussion. (Iacobucci and Churchill, 2010). Compared with research involving group discussion, personal interviews are beneficial as the respondent does not experience the problem of participant dominance or bias. However, depending on the number of respondents targeted, these can be extremely time consuming and costly in terms of time and travel.

This research aims to gather a broad range of opinion regarding particular areas of character already identified by theory. In-depth, one-to-one interviews are, therefore, regarded as unnecessary; rather, a range of views representing a breadth of respondents is sought. As such, personal interviews are regarded as unsuitable.

### *Discussion groups*

Discussion groups, also known as focus groups, are “a form of qualitative data collection which involves the simultaneous participation of a number (usually around 5 to 8) of respondents” (Lee and Lings, 2008, p.221). Focus groups are brought together in one location to discuss a particular topic or topics with the help of a moderator who both outlines issues, facilitates discussion and manages the discussion agenda. The principal is that participants hear what others are saying and are given the opportunity to add their own opinions to the discussion. Such groups can be used to gather ideas and insights into issues, enabling the development of hypotheses for testing and the development of research questions for subsequent quantitative research (Iacobucci and Churchill, 2010).

This method does, however, have some drawbacks. Firstly, whilst the size of focus group facilitates discussion of subject in greater depth, it limits the breadth of opinions gathered to a relatively small, number of individuals. This means that it is common to undertake multiple discussion groups to gather a spectrum of opinion. This limits key benefits of an exchanging of opinion, to within the same groups rather than across the whole of the respondents. The size and make-up of individual groups can also lead to frustration in waiting for an opportunity to contribute which can result in frustration and boredom (ibid). This can also lead to less confident individuals, possibly due to age or social status, suppressing reservations about group conclusions, and dominant individuals exerting undue influence. This may bias results (Graefe and Armstrong, 2011).

The discussion group, is regarded as a possible option for gaining a breadth of views to meet the objective of the first research project. However, alternative methods have valuable additional benefits which should first be considered.

### *Self-administered questionnaires*

While some personal interviews may involve the interviewer administering a questionnaire, a common alternative to personal interviews are self-administered questionnaires. These have the benefits of being cheaper and quicker to complete, particularly with the introduction of web-based systems such as Survey Monkey, Bristol Online and Qualtrix. Furthermore, such written questionnaires provide a consistency in the posing of the questions, which otherwise may vary if posed by different interviews or at different times by the same interviewer (Saunders et al., 2009). Such questionnaires may be qualitative in nature, described by Iacobucci and Churchill as *unstructured-undisguised questionnaires*. The authors explain that “the purpose of the study is clear, but responses to the questions are open ended” (Iacobucci and Churchill, 2010, p.189). However, some questionnaire work better with standardized questions which are more likely to be interpreted by all respondents in the same way. (Saunders et al., 2009).

A major benefit of self-administered questionnaires is that respondents can complete them when they please and spend as much time as they may need on considering and answering questions. One drawback, however, is that, unlike discussion groups, the respondent does not have the opportunity to benefit from considering others’ views regarding issues; this can clarify questions and matters concerned and enable a better informed response.

It is clear, therefore, that self-administered question present an important alternative method of collecting data comprehensively and flexibly. It is, furthermore, possible to “link them with other methods in a multi method research design” (Saunders et al., 2009, p.362). The final method to be considered is one which retains many of the benefits offered by discussion groups, personal interviews and self-administered surveys but avoids many of their drawbacks. This is the Delphi method. The following section explores the Delphi method in detail.

### *The Delphi research method*

#### Origin, outline and benefits of the Delphi method

The Delphi research method was developed in the USA during the late 1950s to help the US military identify the most likely targets for Soviet nuclear air strikes on US munitions targets (Linstone and Turoff, 1975). According to the originators of the process, Dalkey and Helmer, the aim of the original study was to “obtain the most reliable consensus of opinion of a group of experts ... by a series of

intensive questionnaires interspersed with controlled opinion feedback." (Dalkey and Helmer, 1963, p.458).

The original or 'classical' Delphi process (Keeney et al., 2001) uses the Hegelian dialectic process of thesis, antithesis and synthesis (Linstone and Turoff, 1975); that is, opinions or views are established, conflicting opinions or views are considered and a new agreement or consensus is reached. From a research philosophy perspective, the Delphi process can be seen as aiming to 'agree on a single reality' and, as such, reflects a positivist position (Keeney et al., 2001, p.19).

The Delphi has many similarities with simpler 'staticized groups'; that is, where the average of a number of judgements is taken. This is based on the long standing belief that average judgement is more accurate than most individual judgement (Einhorn et al., 1977, p.158). However, the Delphi study takes this basic concept further. The core principle of the classical Delphi format study, attempts to achieve a narrower consensus of opinion on a particular issue by circulating questionnaires to participant 'experts' who never meet face-to-face, but who then share the summarized results of the questionnaire. This panel of experts would comprise informed individuals and specialists in the their field (Keeney et al., 2001). The summarized results are then considered in a 'second round' by the expert panel, and they may be tasked with ranking information. The process may be repeated until 3 or 4 rounds have been run and consensus reached, or a state of diminishing returns (ibid).

Early Delphi studies were primarily concerned with numerical forecasting (Rowe and Wright, 1999), but the process was subsequently used by Delbecq (Delbecq et al., 1975) for qualitative idea generation, where findings demonstrated that the Delphi process was more effective than conventional discussion groups. While the Delphi research method has continued to be used in economic forecasting, it has also grown in popularity in social policy, nursing and public health research (Keeney et al., 2001, Adler and Ziglio, 1996). The Delphi method is described by Ziglio as being "based on a structured process for collecting and distilling knowledge from a group of experts by means of a series of questionnaires interspersed with controlled opinion feedback" (Ziglio, 1996, p.3).

### Benefits of Delphi

The Delphi method has a number of key methodological features with important benefits. Rowe et al. (1991) identified these as anonymity, iteration and controlled feedback, and statistical group response.

*Anonymity:* Discussion groups can be dominated by particular individuals who, by virtue of their social status rather than rational discussion, may influence others. In Delphi research, all respondents remain anonymous and independent throughout, as a result of which they may be both more honest, less intimidated and less prone to group pressures to conform (ibid).

*Iteration and controlled feedback:* Both personal interviews and discussion groups can be stressful and fast moving events where contributors may not have much time to fully consider responses. Delphi research, using email or postal questionnaires, enables panel members to devote, potentially, more attention to the questions being asked, but, importantly, enables respondents to offer a modified view in any subsequent round. While the very same questions may not be asked a second time, the progression of the research can still give respondents the opportunity to express modified views. Sometimes known as benefiting from ‘the wisdom of crowds’ (Surowiecki, 2005), Delphi respondents also have the benefit of seeing the collective results of other respondents and, therefore, the opportunity to be enlightened by their ‘fellow experts’. In pharmaceutical studies, research has shown that experts are willing to correct initial responses once they have had sight of other experts’ responses (Evans and Crawford, 2000). This combination of iteration and feedback from other panel members, results in important advantages over other, single round, methods. In their comparison of Delphi and staticized groups, Rowe and Wright (1999) found that, across a dozen studies, Delphi outperforms staticized groups, although not in all instances. In just under half of the tests undertaken, significant increases in accuracy were reported; remaining studies showing qualified support for Delphi (Rowe and Wright, 1999).

*Statistical group response:* this is obtained as an analysis of final round results indicating the spread of panel members’ opinions.

#### Concerns and limitations of Delphi

Some criticisms of the Delphi method are cited by Sackman (1974), but are based on poor implementation of studies examined and should not be regarded as a valid criticisms of the method itself (Rowe and Wright, 1999). However, legitimate concerns have been expressed regarding the Delphi method’s apparent aim for consensus, and the make-up of panel members.

*Consensus:* Important to the idea of the classical Delphi is that of group consensus. However, this is open to interpretation. The process is criticized by Sackman who describes ‘manipulated conversion’, which encourages conformity, penalizes dissent and reinforces the premature closure of research. (1974, pp.69-70). Importantly, Keeney et al. maintain it is a common misconception that Delphi studies are used only to achieve pure consensus, and that, in any event, this is unlikely to be

regarded as a credible aim in much social science research (2001). Instead of seeking pure consensus, measures of central tendency are often used to show the collective judgement of respondents in Delphi studies (ibid). Delbecq et al. (1975), whose interpretation of Delphi consensus is to “aggregate the judgements of respondents” (Keeney et al., 2001, p.27), also cite the use of standard deviation and chi-squared testing to offer an acceptable interpretation of consensus in Delphi studies.

*Panel make-up:* As with any research sample, poor panel selection can create bias, which may affect results obtained. There are clear differences between those groups comprising experts and those that do not (Rowe and Wright, 1999). Keeney expresses concerns about this aspect, maintaining that “simply because people have knowledge of a particular area does not necessarily mean that they are experts” (2001, p.196). Careful consideration should, therefore, be given to panel make-up and sufficient time taken to ensure that respondents are ‘expert’ in the areas being researched.

Delphi studies rely on a sample of expert respondents and many such qualitative studies involve non-probability sampling techniques such as purposive sampling (Hasson et al., 2000). Respondents can, therefore, be selected using purposive sampling; that is, using “...criteria that will allow the research questions to be answered” (Bryman and Bell, 2015, p.430).

Regarding panel size, these can vary widely in number from as few as 3 members to almost 100 (Rowe and Wright, 1999). In their study of Delphi as a research tool, Okoli and Pawlowski maintain that group size should be between 10 and 18 (2004). They support this, however, by stressing that Delphi studies are not reliant on statistical power of group size but the dynamics of the expert group in arriving at some consensus.

*Depth and direction of study.* An area of benefit less evident in the literature, is the flexibility that a multi-round study has to develop ideas. As the study by Van de Ven and Delbecq (1974) shows, the Delphi process can be used, not only to brainstorm issues, but also to rank results in level of importance. In the Van de Ven and Delbecq study, for example, participants ranked their top five job roles in the second round. While this may not be focusing on consensus, the existing expertise, may enable more complex concepts to be developed.

### ***Proposed Qualitative Method***

The above sections have considered three different research designs and four different research methods. Their suitability has been examined in terms of the suitability and effectiveness in tackling

the first objective of *identifying the competences and traits of effective marketing managers* and the three research questions RQ1, RQ2 and RQ3.

It is evident that the Delphi process is a method that can be used for qualitative cross-sectional research designs and one which incorporates important and beneficial features of the three research methods: discussion groups, personal interviews and self-administered questionnaires.

Compared with personal interviews, Delphi avoids potentially inconsistent questioning styles and the significant time and cost involved in undertaking personal interviews across a range of organisations in disparate geographical locations. Compared with discussion groups Delphi retains the ability to benefit from other respondents' knowledge and input but avoids the pressure that may arise to *publicly* conform with views of higher status or more dominant group members. Delphi also enables groups larger than 5-8 individuals to express their views. Finally, compared with self-administered postal or email questionnaires, the Delphi retains the consistency of questioning with all respondents and enables respondents to undertake the questionnaire at a time of their choosing. However, Delphi avoids the isolated nature of the self-administered questionnaire and enables others' more informed and preferred views to benefit all respondents. Unlike single postal questionnaires, the Delphi also allow for changing views by enabling issues to be reconsidered in subsequent rounds.

The decision was made, therefore, to adopt the Delphi process to *identify the competences and traits of effective marketing managers*; specifically to tackle RQ1, RQ2 and RQ3. A more detail specification of the proposed Delphi process to be adopted is now explained.

### ***Specification of the proposed Delphi method***

It is clear that the Delphi research process is not a single process that can be clearly defined (Rowe and Wright, 1999). Evans and Crawford talk about the inconsistent use of the term 'modified Delphi' to describe one of many different types of modification to the technique (2000). Literature demonstrates that Delphi studies are wide ranging in respect of the type of data that may be collected. An important distinction is made by Evans and Crawford between a Delphi process and a 'simple research panel' where the benefits of the iterative process can be lost.

The style of Delphi study proposed in this research has many of the characteristics of a classical Delphi. The key characteristics of the proposed modified Delphi are as follows:

- *Anonymity* – a panel of experts is used in the form of senior marketing executives, recruitment consultants and academics. Research takes place through email and online questionnaires and all respondents remain anonymous
- *Iterations and feedback* - three 'Delphi' rounds are used and at each stage the results of the previous round are presented and opinion sought.
- *Statistical group response* – after the first 'idea generation' round, the second round asks the panel to score characteristics from round one. The staticized results of the second round are grouped and represented in a third round for review and rescored by the panel.
- *Consensus* – pure consensus is not sought. In this respect, it reflects the activities of a conventional research panel. However, as the respondents have had the benefit of receiving and considering the results of the previous round, it is likely that this would lead to greater consensus.
- *Depth and direction* – in its purest form a Delphi might be imagined where the very same data is circulated in three rounds with ranking or scored results visible. This approach may have a simple objective of achieving results consensus. The proposed Delphi, as shown in Table 3-3, has a more ambitious objective of:
  - Round One - idea generation of characteristics
  - Round Two - importance scoring of these characteristics
  - Round Three - grouping (by the researcher) of these characteristics, and scoring of characteristic group importance.



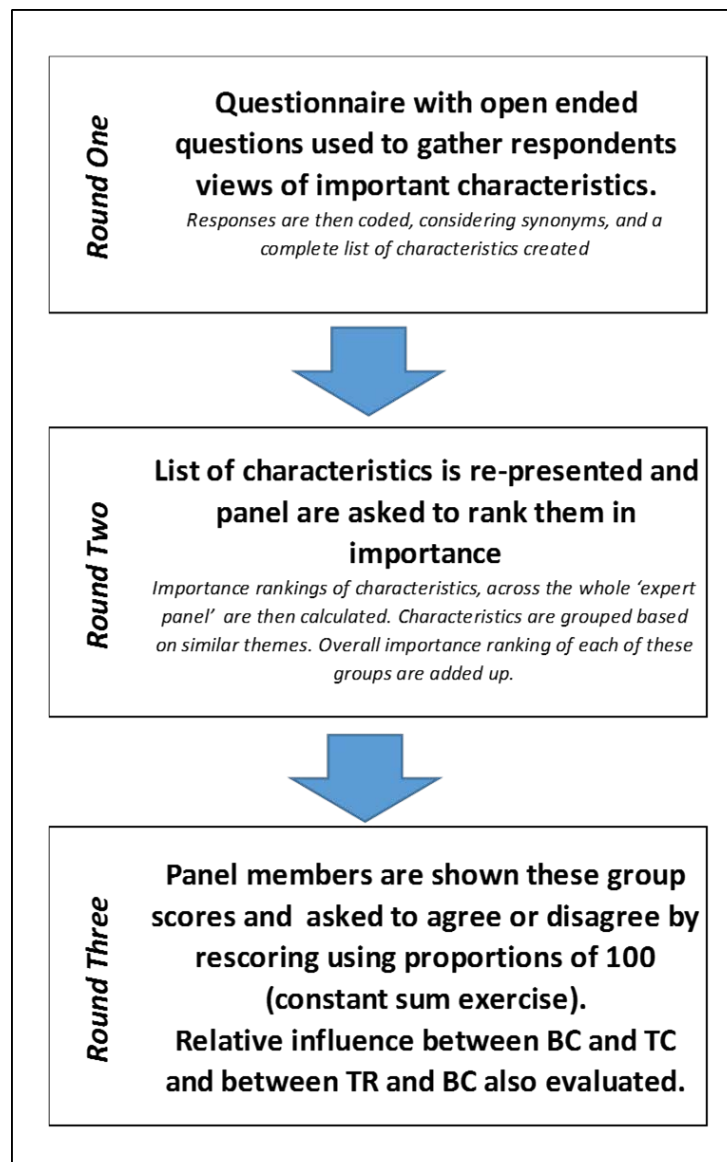


Table 3-3: Proposed 'modified' Delphi

## Conclusion

The modified Delphi is used to identify key characteristics of marketing managers, prior to a research survey, that will give the data greater external validity in respect of the constructs being measured. However, this should not lead the reader to assume that the Delphi process needs additional research to be regarded valid and reliable. It does not. It is clear that, unlike the statistical tests used in larger scale quantitative research, tests of validity and reliability would be unreliable if applied to the Delphi process. However, as Okoli and Pawlowski (2004) point out, rather than panel size, the significance of Delphi results are reliant on the *make-up and dynamics of the panel* itself. The carefully selected panel, which will number over 40 experts, presents the views of experienced professionals in numbers that compare favourably with many other *stand-alone* Delphi studies. A

review by Rowe and Wright of Delphi as a forecasting tool, examines 26 studies with panels ranging from 3 to 98 experts (1999). Keeney et al. examine 7 studies in healthcare with panels ranging from 30 to 112 (2001).

In conclusion, considering the alternative methods available, the modified Delphi method proposed, will address first three research questions (RQ1, RQ2 and RQ3) covering *what are the most important technical competences, behavioural competences and traits in the most effective marketing managers*. The Delphi method proposed, combines the benefits of discussion groups and personal interviews with the benefits of panel research and online questionnaires. It will involve three 'rounds' or iterations which will identify, rank and, finally, rate groupings of marketing manager competences and traits. The objective is not to achieve consensus but to develop valid and reliable theory which can be further tested in a quantitative research study. The three stages of the modified Delphi are detailed in Table 3-3.

### 3.3.4 Which Quantitative Research Method?

#### ***Introduction and alternative methods***

The second research objective is to *determine the nature and extent of the influence relationships between marketing manager competences and traits, and marketing department capabilities*. This is clarified further through the expression of the last three research questions RQ4, RQ5 and RQ6. The nature of these research questions means they require quantitative answers that will explain the significance and extent of the relationship between competences, traits and marketing department capabilities. The respondents targeted will be marketing managers or those in equivalent roles, who will not only be evaluated for their own competences and traits but also questioned regarding the capabilities of their marketing departments. There are a four research design options available , as detailed in Table 3-2, that can be considered to achieve this second objective and target the respondent group: the case study, experiments, longitudinal and cross sectional designs. The suitability of these designs are now considered.

#### ***Case study design***

As discussed in section 3.3.3 , case study design entails a detailed analysis of a particular organisation, location, event or person (Bryman and Bell, 2015). The research questions to be answered by this quantitative survey mean that whichever method selected needs to examine the relationships between variables in a sample large enough to give external validity to the findings.

Case studies, normally covering a single or small number of cases, are not designed or intended to give such external validity and, as such, are unsuitable.

### *Experiments*

The greatest benefit of this research design is that "within the experiment, we can infer a cause and effect relationship between antecedent conditions and the subjects behaviors" (Myers and Hansen, 2002, p.20). This possible because experiments require the manipulation of the independent variable to demonstrate its influence on the dependent variable (Bryman and Bell, 2015). In order to address research questions RQ4, RQ5 and RQ6, the exogenous variables of traits and competences would need to be manipulated to assess their effect on marketing department capabilities. The manipulation of personal characteristics in experiments is not common but has been demonstrated in some studies. One example is from Litt (1988) who demonstrated manipulation of the construct of *self-efficacy* to examine its influence on pain tolerance. Nevertheless, the nature of the traits and competence construct would make manipulation very difficult and as precedents have not been found of any research manipulating the constructs used, this may be found to unreliable.

Furthermore, experiments are likely to require laboratory conditions, based in a specific geographical location and at specific dates and times. This would be likely to require extensive planning with the large number of nationwide senior executive targeted in the research and this could risk potential difficulties in obtaining willing respondents and experience a high drop-out rate.

Due to lack of existing theory on the manipulability of the construct used and the limitations of time and budget, experiments are ruled out

### *Longitudinal design*

Research question RQ4, RQ5 and RQ6 are the same as RQ1, RQ2 and RQ3 in seeking the *current* states of and relationships between the constructs concerned. Whilst this may be concluded as beneficial in future, there is no requirement, in this study, to examine their changing nature or influence over time. As such, a longitudinal study is unnecessary.

### *The Cross-sectional survey design*

The cross-sectional survey has a number of benefits associated with it. Firstly, the variation in respondents that is likely to be seen in a large sample, brings with it the possibility of revealing differences between respondents of varying backgrounds. Secondly, the measurement of respondents at a particular point in time, has a relevance in being representative of attitudes at that moment in time. Furthermore, a decision to repeat the survey, at a later date, enables comparisons to be made in a longitudinal survey. As the first two chapters of this thesis have shown, attitudes

towards the marketing profession have been found to be negative in research conducted over the past 15-20 years (Moorman and Rust, 1999, Homburg et al., 1999, Verhoef and Leeflang, 2009). A repeat of the proposed research study in a further 10 years could reveal whether academic appeals for change have been effective in encouraging the development of important characteristics and traits in marketing managers; developments which may positively influence attitudes towards the profession.

The key benefits of a cross-sectional survey design is that the data relevant at that point in time , given an appropriate sample, can provide generalizable data by statistically demonstrating external validity. A cross-sectional research design is, therefore, the most appropriate quantitative method to meet the second objective of this research and to address the last three research questions (RQ4, RQ5 and RQ6), the answers to which should reveal the possible influences and interactions between competences and traits and their role in determining marketing department capabilities.

### ***Conclusion***

It has now been established that this research will undertake an initial qualitative study using the Delphi method and that this will be followed by a cross-sectional research survey, the methodological details of which will be explained in Chapter Four. This chapter will conclude, however, with an explanation of the ethical approval process undertaken in preparation for this research.

## **3.4 Ethical Approval of the Complete Research Programme**

The approach that is taken and behaviour adopted by the writer during this PhD research, is important to reduce the risk of respondent abuse, which has implications, not just for the respondents but for the researcher and University's reputation. This abuse can relate to the recruitment of respondents, data collection methods used and the subsequent storage of data.

Regarding respondent recruitment, this researcher has been particularly careful to be honest to potential respondents in suggesting the likely time needed to complete Delphi and research survey questionnaires. The respondent should, therefore, have entered the process fully aware of the likely time commitment.

Throughout both research studies, there has been the immediate removal from mailing lists of any respondent refusing to participate, for whatever reason. Furthermore, both Delphi and research

survey questionnaires have clearly stated to participating respondents, that they are free to leave the process at any time.

Regarding respondent consent, all Delphi respondents were asked to return signed sheets to signify their understanding of the research requirements. A more pragmatic method was adopted with the research survey, due to the large numbers mailed: after assurances were given on the opening page of the research survey questionnaire, respondents were advised that by clicking on 'next' and entering the survey, they would be indicating their full understanding of the requirements of the survey.

The design of the questions in both the Delphi study and the research survey, have taken into consideration that respondents are being asked to describe their own, and sometimes others' personal characteristics. This has meant that, as well as questions being sensitively expressed, safeguards have had to be given regarding the confidentiality and anonymity of the data collected. The same assurances were also given regarding the storage of data.

Ethical Approval forms originally submitted to Aston University, covered a *three* stage research study comprising a Delphi study, a set of quasi-experiments and, finally, a research survey. The quasi experiments were subsequently dropped from this plan. The application shown in Appendix B.1 has had details of the quasi experiments removed to save space.

Changes were required to the original application from 16<sup>th</sup> August 2012. The appendix shows the revised application dated 27<sup>th</sup> February 2013. Ethical approval was granted in March 2013 (Appendix B.2).

## **Conclusion**

In the light of the objective of this research - *to determine the characteristics of marketing managers that influence marketing department capabilities* - this chapter has identified how the extant literature is unable to address this objective, and how addressing the research questions detailed, can help to fill a gap in strategic marketing theory and offer a valuable contribution to the academic literature, marketing practitioners and marketing educators.

The research philosophy of the writer has been explored, and the paradigm established within which the research is to take place. The writer describes this approach as being critical realist in ontology,

positivist in epistemology, determinist in axiology and nomothetic in methodology. This has a direct influence on the methods that are able to be adopted to tackle the research questions posed.

A mixed methods approach has been designed, which begins with an exploratory, qualitative research study using a modified Delphi method. The benefits of this method are described in some detail. This initial research study tackles the first three research questions, which explore the most important characteristics in the most effective marketing managers. Using the results from this study, the last three research questions will then be addressed examining the relationships and influences between traits, competences and marketing department capabilities. This requires a quantitative method, which can provide externally valid and significant statistical data to assess the hypotheses set. This stage will use a cross-sectional research survey. Finally, a full explanation is given of the ethical approval granted by Aston University, for both stages of the research.

A detailed examination of this research will now begin with the Delphi study.

## 4 CHAPTER FOUR - DELPHI STUDY

### *Introduction*

The Delphi study is used in this research thesis, primarily, as a qualitative tool. However, as the methodology section in Chapter Three explains, the external validity of its findings can be greater than other qualitative methods such as discussion groups. The Delphi study has three research questions to address. The answers to these questions will be of benefit to practitioners, marketing educators and academics, in identifying marketing manager characteristics that can have a positive impact on marketing department capabilities. In addition to this, answers to these research questions will be used in a quantitative, cross-sectional survey, detailed in Chapter Six, which will examine the relationships between the three areas of personal characteristics and the extent to which they influence marketing department capabilities. The questions to be addressed by this Delphi study are as follows:

RQ1 - What are the technical competences prevalent in the most effective marketing managers?

RQ2 - What are the behavioural competences prevalent in the most effective marketing managers?

RQ3 - What are the traits prevalent in the most effective marketing managers?

This chapter will begin with an explanation of the Delphi research plan. Each of the three rounds of the study will then be described, beginning with the objectives of the round, the questions posed, a description of the participants, and analysis of the responses and conclusions drawn from the results. For the first two rounds of the study, these conclusions form the basis for the questions posed in the subsequent round. Conclusions from the third and final Delphi round are then used as a foundation for the quantitative research survey dealt with in Chapter Six.

The aim of the Delphi study, reflected in the research questions, is *to determine what are the key competences and traits in the most effective marketing managers*. This question is addressed over three rounds of questioning. The research sets out, in round one, to ascertain what the 'expert panel' perceives as the competences and traits most likely to be seen in the most effective marketing manager. These results are then analysed and grouped into the three areas of technical competences, behavioural competences and traits, ready for a second round. This second round aims to determine the relative importance of the competences and traits identified within their respective groups. These results are processed and grouped to represent the key dimensions or categories within technical competences, behavioural competences and traits. The third and final

round of the study ratifies the relative importance of these categories and examines the levels of perceived influence of behavioural on technical competences, and of traits on behavioural competences.

At the end of the three Delphi rounds, conclusions are drawn and the foundations for the subsequent research survey are established.

## 4.1 The Delphi Research Plan

### 4.1.1 Sample Selection

#### ***Unit of analysis – the marketing manager***

This research is examining the characteristics of most effective marketing managers. It is, therefore, important to define what is meant by the title *marketing manager*. This research will regard a marketing manager as *any managerial position in marketing that has marketing mix responsibility*. This would include the positions of Product Manager, Brand Manager and Marketing Manager or derivations of those titles. Typically the role would be responsible for the following areas:

- Planning and managing implementation projects such as
  - Developing and launching new products/services
  - Promotional campaigns
  - Pricing changes
  - Market research
- Strategy development including
  - Market analysis including segmentation and targeting
  - Product/service specification, competitive positioning and pricing
  - Promotional strategy
  - Distribution channel strategy
- Setting budgets and measuring marketing effectiveness in new products and promotional campaigns
- Communicating and interacting with distributors and end customers
- Interacting with other departments within the organisation
- Managing and developing marketing staff



In order to determine characteristics of the most effective marketing managers, it is first necessary to determine the range of characteristics that are generally regarded as significant in the role of marketing manager. This means that this research will aim to develop a list of characteristic before then attempting to prioritize them

### ***Research population and expert panel***

The marketing literature assessing the role and the influence of marketing in organisations, is well established. That area of research is concerned with the perceptions of marketing from the perspective of, not just the marketing executives themselves, but other executives in human resources, research and development (R&D), operations, and accounting and finance (Moorman and Rust, 1999); general management, sales and R&D (Homburg et al, 1999) ; and finance (Verhoef and Leeflang, 2009). As the aim is to examine the role and influence of marketing in the firm, that strand of research takes a cross-functional view of marketing as being most appropriate.

This research thesis has different objectives, the first of which is to identify *personal characteristics*; more specifically, the key competences and traits of the most effective marketing managers.

The group, initially considered as target respondents, was that of marketing managers themselves. This is likely to have required marketing managers to cite desirable personal attributes which they do not possess, but other work colleagues do, and this, it is believed, could have led to answers being distorted or biased for fear of self-incrimination. Furthermore, if working within a team or department, marketing managers may also lack the broader perspective required to identify attributes which best contribute to overall departmental performance.

If one considers which groups of individuals would be best placed to identify desirable personal characteristics in marketing managers, it would appear logical and expedient to consult those involved in the senior management of the marketing function and those involved in marketing manager development and recruitment. Other functions within the organisation are likely to have a lesser understanding of desirable marketing manager characteristics due to their lack of direct involvement. This perspective is borne out by other research examining marketing manager job roles and capabilities. Morgan et al. (2009), in determining marketing capabilities sought the views of top marketing executives, not those outside the department. In examining the role of the individual product managers, Buell (1975) gained the views of company presidents, senior marketing executives and marketing agencies. In their review of product management excellence, Tyagi and Sawney (2010) consulted product and brand managers, and directors.

For these reasons, the decision was made to target those primarily involved in managing and developing marketing managers; those who, by virtue of their positions in the organisation, are likely to have a broader and more balanced perspective of the personal attributes that contribute to being an effective marketing manager. This would involve such roles as marketing director and chief executive.

In addition to those managing the marketing managers, other senior executives or agencies who work extensively with them or who recruit, train or coach marketing managers, would also have an insight into what an effective marketing manager is likely to be. This would involve such roles as human resources directors or coaching consultants, and strategic marketing agencies.

The 'modified Delphi' research design is built around the principal of panel members being 'experts'. However, a diversity of perspective or opinion is likely to be offered by the above groups. Such diversity, according to Surowiecki (2005), constitutes an important characteristics of 'wise crowds', adding perspectives that would otherwise be absent. As Surowiecki explains "groups that are too much alike find it harder to keep learning because each member is bringing less and less new information to the table" (2005, p.31). This principle supports the decision to also include in the 'expert panel', academic researchers in the field of strategic marketing, who will be able to provide an informed academic perspective of desirable attributes.

Four respondent groups were therefore targeted:

- Marketing directors and chief executive officers/managing directors
- Internal human resources directors
- External recruitment, coaching and marketing strategy consultants
- Marketing academics

These areas will now be briefly examined.

#### *Marketing directors and chief executives*

Those individuals most likely to be involved in managing and recruiting marketing managers are marketing directors, or those holding positions of a similar nature in organisations. These individuals are likely to be line managers for marketing management positions in organisations. In some smaller firms, marketing directors may not exist, in which case it is likely that management and selection of marketing managers may be undertaken directly by the managing director, chief executive officer (CEO) or general manager. As Marketing Directors and CEOs are likely to be the most influential

individuals selecting, recruiting and developing marketing managers, it is important that they make up a significant proportion of the expert panel.

#### *External marketing recruitment consultants*

In addition to this, external consultants may be used from time to time dealing in such areas as marketing strategy or communications. These can provide an independent view of what may be required in a marketing manager.

#### *Human resources directors and external recruitment and coaching consultants*

HR directors routinely assist or may even lead in the recruitment and development of marketing staff. Furthermore, the use of external recruitment companies is commonplace, particularly those with expertise in recruiting in the field of marketing. Finally, the development of marketing staff, may be sometimes assisted by the use of coaching consultants.

#### *Academic marketing researchers*

Academic views are important as they bring to the debate areas of theory or research not always apparent to practitioners. As such academics researching the areas of strategic marketing and human resource management are targeted.

#### ***Targeting and acquiring respondents, and gaining consent***

As discussed in Chapter 3, the Delphi process uses purposive or criterion sampling; that is, above all, the respondents should be 'experts' in the area being researched. The overarching criterion used was that of targeting respondents who, as individuals, could be regarded as 'experts' in the field of directing, managing, training or recruiting marketing managers, and those regarded as 'experts' in the field of strategic marketing research. Based on an Aston University contact list of academics and practitioners in the field of strategic marketing and marketing management, a range of organisations was contacted to cover a breadth of experience of marketing management. The number of experts from any individual organisation was of little importance as they were not to be selected to represent their organisations but as individual experts in the area. In most cases, the organisations contacted were of a size where a single Marketing Director or CEO had responsibility for marketing management and their development and recruitment. As such, only one 'expert' was targeted. Some organisations, however, were able to provide more than one 'expert' respondent.

A total of 82 individuals were contacted via email between July and September (Appendix C). Invitation emails, tailored to each of the four groups, explained the objectives of the research and the broad nature of Delphi research studies. An example is shown in Appendix C.1 It was explained

that the study was likely to require them to take part in three studies and a consent form was attached (Appendix C.3).

### ***Sample size***

It has already been highlighted that it is not the sample size and the statistical power it brings, that gives the Delphi process its benefits. Rather it is the dynamics of the expert group (Okoli and Pawlowski, 2004). Over the three rounds of the study, 48 respondents took part in one or more rounds and a response of at least 40 experts was been maintained for each round. This is mid-range in size compared with other Delphi studies and appears large enough to gain a broad range of expert opinion from practitioners while benefiting from what may be alternative, theory based contributions from research academics.

### **4.1.2 Delphi Objectives, Questionnaire Design and Analysis Methods**

The overall objective of the research is to ascertain the key competences and traits in the most effective marketing managers. As shown in Figure 4-1, this is tackled across three Delphi rounds, each with slightly different objectives.

The objective of the first round of the study is to ascertain what ‘experts’ in the field would perceive as the competences and traits most likely to be seen in the most effective marketing managers. Round two has the objective to determine the relative importance of the specific technical competences, behavioural competences and Traits within each of these three categories that were identified in the first round. Finally, round three has the primary objectives of ratifying the relative importance of the characteristics already identified and rated in rounds one and two, *within* the categories of technical competences, behavioural competences and traits. However, the round also explores the importance of possible influence relationships between behavioural and technical competences and between traits and behavioural competences.

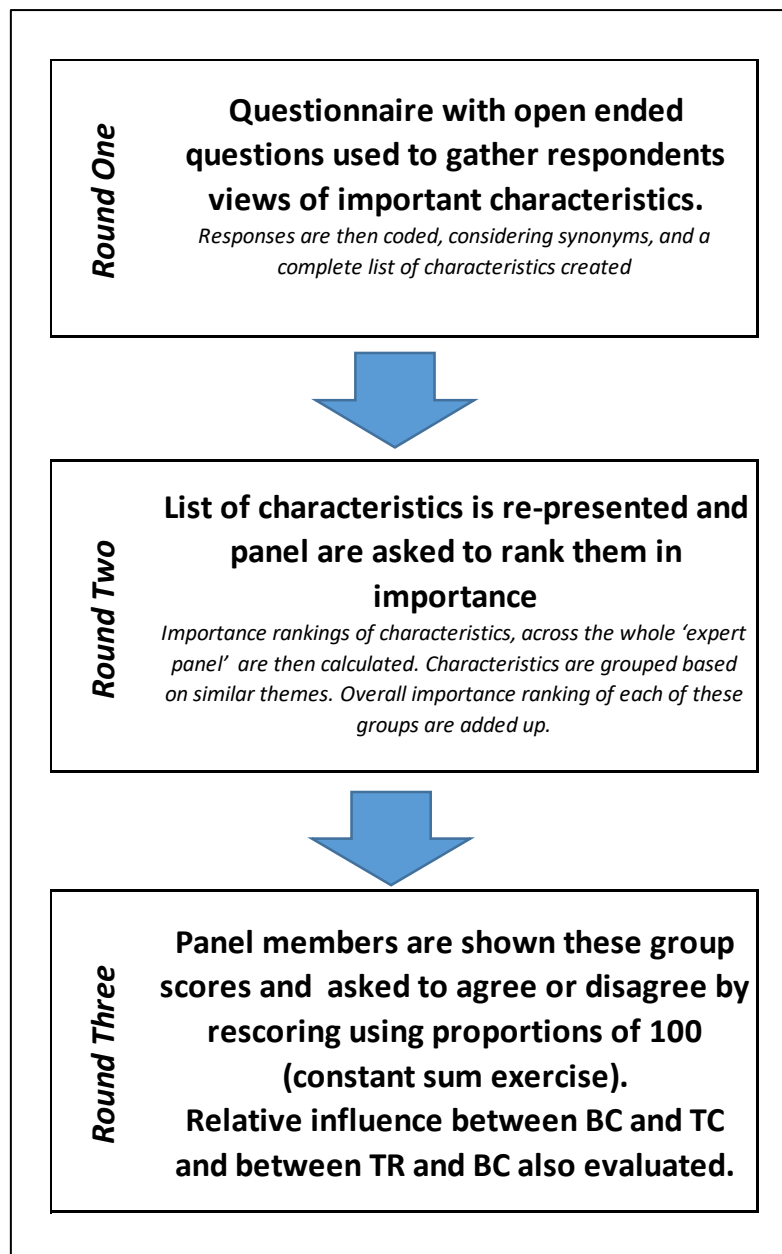


Figure 4-1: The modified Delphi process

The research instrument chosen to pose the questions, present information to respondents and gather responses, is the questionnaire, all three of which are designed within the Bristol On-line Surveys (BOS) system which handles the distribution, collection and analysis of the data. At the time of research study, Aston University held a current licence for the use of BOS.

## ***Delphi round one design and analysis method***

### *Questionnaire design*

An initial questionnaire was created to address the objective of round one: *to determine the competences and traits most likely to be seen in the most effective marketing managers.*

A first draft questionnaire was made live on 10th July 2013 and access given to two academic colleagues for comments and suggested improvements. Following modifications to the design, a second draft was distributed on 1st August 2013 to six academic colleagues (two of whom are ex practitioners), one marketing practitioner (CEO) and one recruitment consultant. Comments fed back by these trial respondents led to separate versions of the questionnaire being created: one for Practitioners and Consultants and one for Academics. A log of modifications was kept. The two final round one questionnaires are shown in Appendix C.4 and Appendix C.5 and were made live between 4<sup>th</sup> and 9<sup>th</sup> September 2014.

In the structure and wording of the questioning, construct elicitation techniques were used to encourage the respondent to better describe the way they saw the world (Fransella and Bannister, 1977). The process “encourages the emergence of the implicit, which is not always easily recognized” (Cassell and Symon, 2004, p.69). It can also uncover tacit understandings & contradictions (Easterby-Smith et al., 1996, p.13). An example of the dyadic elicitation method is where the respondent may be asked to consider how two elements (eg. managers) may be similar. Instead of asking respondent outright what they believe the most important characteristics are, practitioner respondents were invited to consider *two of the most effective marketing managers they had known*. In the first of the two questions in each section, respondents were then asked to consider in what respects these individuals were similar and asked to list as many of the similarities as they could.

This first question was followed up with a ‘catch-all’ second question, asking respondents to consider which other areas of technical competence, behavioural competences or traits they would expect to see in the most effective marketing managers.

The academic version comprised a single open ended question on technical competences, behavioural competences and Traits, aimed at eliciting a list of characteristics they regarded as being present in the most effective marketing managers.

As detailed in section 4.2, the questionnaires were sent to 82 potential respondents comprising senior practitioners and consultants (practitioner questionnaire), and academics (academic

questionnaire). Both practitioner and academic questionnaires for Delphi round one were closed on 31<sup>st</sup> January 2014 with 44 responses.

### *Data analysis method*

The nature of the questions posed meant that completed questionnaire responses would range from single words or expressions to full sentences. This meant that answers could comprise a number of individual characteristics, each of which would need to be coded. Saldana describes a code in qualitative research as "most often a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language based or visual data" (2009, p.3). The ability to use these codes is, however, stressed by Bazeley and Jackson, who maintain that coding is "a way of tagging text with codes, of indexing it, in order to facilitate later retrieval" (2013, p.70). All codes were 'in vivo' in nature; that is, they were not existing codes, but created from the data itself.

To facilitate the process of coding and subsequent analysis, Nvivo software was used, for which Aston University had a current license. Terminology in Nvivo differs slightly from texts, with codes being represented by, and therefore known as, nodes.

Due to the theoretical categories used: technical competences, behavioural competences and traits; it was common for characteristics to be described in the wrong group. It was, therefore, necessary to use literature based definitions of the three areas, to reallocate certain words, phrases or sentences to more appropriate groups. As an example, if a respondent listed *being brave* as a behavioural competence, in accordance with literature this would have been recoded as a trait, as literature regards bravery as a trait rather than a behaviour. Similarly, a respondent citing *competitor knowledge* as a behavioural competence would lead to it being recoded as a technical competence (ie. knowledge and skills).

As Saldana's definition of coding would suggest, in coding responses, themes are grouped together where the responses offer synonyms or similar themes that might be assigned to one code that captures the essence of the collective themes. Saldana (2009, p.9) describes coding as an heuristic, and "an exploratory problem solving technique without specific formats or algorithms to follow". This also means that coding becomes a cyclical act with the first stages of coding being less than perfect and involving a process of recoding as different or similar themes emerge from the data. This also supports the notion that coding is a subjective activity. To improve the data's reliability, this initial coding was 'inter-rated' or independently rated by an academic member of staff at Aston University, and where differences occurred, agreement reached and further adjustments made.

### *Processing of data for use in next Delphi round*

The analysis of data from round one culminated in a listing of *key characteristics of the most effective marketing managers* presented in the three categories of technical competences, behavioural competences and traits. This presented the basis for Delphi round two.

### ***Delphi round two design and analysis method***

#### *Questionnaire design*

The round two questionnaire was constructed based on the results of Delphi round one and with the objective of determining the *relative importance* of the technical competences, behavioural competences and traits identified. The questionnaire was designed to offer the respondent three different ways of expressing their view on the relative importance of each characteristic and was initially tested during April 2014 on 5 colleagues at Aston University. Improvements were made and modifications recorded. The final questionnaire is shown in Appendix C.6 and invitations were sent to participants on 25 April 2014. The questionnaire was closed on 31<sup>st</sup> July with 40 responses.

#### *Data analysis method*

The 3 methods used to indicate the relative importance of characteristics were:

- Semantic differential scale from 1 to 7
- Constant sum exercise
- Top 5 characteristics ranking task

To evaluate whether each method indicated a similar picture, correlations were calculated between the data obtained using the three different methods. Finally, as each method is measured using different scales, all results were mean centred to enable the sum of the three to be calculated and an overall score given to each characteristic.

### *Processing of data for use in next Delphi round*

Within each of the three areas of technical competences, behavioural competences and traits, responses were grouped into meaningful categories, based on theory. Using the scores calculated for each characteristic, summed totals were calculated for each category within technical competences, behavioural competences and traits in preparation for the third and final round.



### ***Delphi round three design and analysis method***

#### ***Questionnaire design***

The second round of the Delphi study was designed to ratify the relative importance of the characteristics already identified and grouped into categories within technical competences, behavioural competences and traits. This was achieved by asking respondents to undertake a further *constant sum* exercise for technical competences, behavioural competences and traits. The questionnaire, also explored the importance of the influence relationships between behavioural and technical competences and between traits and behavioural competences. To indicate these relationships, the perceived influence was scored on a semantic differential scale between 1 and 7.

The full round three questionnaire is shown in Appendix C.7. Invitations were sent between 3<sup>rd</sup> and 15<sup>th</sup> December 2014 and the questionnaire closed on 28<sup>th</sup> Feb 2015 with 40 responses.

#### ***Data analysis method***

Within each area of technical competences, behavioural competences and traits, category scores allocated by the *constant sum* exercise, were compared between the results of Delphi rounds two and three and correlations calculated to indicate agreement or otherwise.

The relationships between behavioural competences and technical competences and between traits and behavioural competences were also calculated between each pair of categories.

## **4.2 Delphi Round One – Idea Generation**

### **4.2.1 Objective**

The objective of the first round of the study is to ascertain what ‘experts’ in the field would perceive as the competences and traits most likely to be seen in the most effective marketing managers.

### **4.2.2 Delphi Round One Questions**

Two versions of the questionnaire were developed (Appendix C.4 and Appendix C.5) to accommodate the two main targeted groups; those in businesses (practitioners/consultants) and those in research (academics). The practitioner/consultant questionnaire asked respondents to consider *the most effective marketing managers* they had known and then describe in what respects

these individuals were similar. A second question then required respondents to consider any other characteristics which they believed would be importance in *the most effective marketing managers*.

The academic questionnaire took into account the lesser direct experience of marketing managers and respondents were asked only to consider what they would regard as *the most effective marketing managers* and use their professional opinion to identify characteristics they would expect to see.

In both questionnaires, respondents were first asked to consider technical competences, then behavioural competences and finally traits, and a full explanation was given of the meaning of *marketing manager* and each of the three categories of characteristics.

### 4.2.3 Targeted Respondents and Round One Participants

A total of 82 potential respondents, comprising senior practitioners, consultants and academics, were contacted by email and invited to take part in the research. A consent form was included with each email (see Appendix C.1 to Appendix C.3).

Of the 82 potential respondents contacted, 44 returned consent forms and took part in the first Delphi round (Table 4-1). All were sent emails with access instructions to the research website.

The practitioner/consultant questionnaire was implemented on 11<sup>th</sup> September 2013, followed by the academic questionnaire on 23<sup>rd</sup> September. The process of gaining responses necessitated four reminder emails (9/10, 24/10, 25/11, 20/12), sent to those respondents who had agreed to take part but not responded. The questionnaire was closed on 31<sup>st</sup> January 2014 with the receipt of 28 practitioner responses and 16 academic responses. Respondents were split as follows:

<b>Delphi Round One Respondent Groupings</b>	<b>Number</b>
Marketing Directors/CEOs	20
HR Directors	3
Coaching Consultants	2
Strategy Consultants	3
Academics – Marketing	15
Academics - HR	1
<b>Total</b>	<b>44</b>

Table 4-1: Delphi round one response

It should be noted that these 44 responses were spread across 4 versions of the practitioner/consultant questionnaire and a single version of the academic questionnaire. The changes made to the practitioner/consultant questionnaires, were not substantial; they were issues of formatting and phrasing, the resolution of which made the questionnaire easier to follow.

#### 4.2.4 Analysis of results

The format of a typical individual's response to the questionnaires is shown in Table 3.1 and the complete set of response data from all 44 respondents is available.



*Table 3.1 Example of Delphi one individual questionnaire response*

The three categories of questions asked respondents to identify, by section, key technical competences, behavioural competences and traits. Using Nvivo software for content analysis, data from all 44 respondents led to the identification of almost 600 different words or expressions across the three categories that relate to highly effective marketing managers. Based on literature definitions of competences and traits, adjustments were made to category inclusions where, for example, a trait was listed as a technical competence or a behavioural competence as a trait. These results were also independently assessed by an academic member of staff at Aston University and further adjustments made. The resulting list of 33 technical competences, 34 behavioural competences and 29 traits is shown in Table 4-2.

<b>Technical Competences 33</b>	<b>Behavioural Competences 34</b>	<b>Traits 29</b>
Numerate	Advocate of Marketing	Adaptable (Flexible, Willing to Change)
Analytical	Customer Commitment	Aggressive (Ruthless)
Mental Agility	Customer Engagement	Artistic
Experience - work related	Collaborative (Cooperative)	Creative (Artistic)
Marketing qualification	Cross Functional Cooperation	Thorough (Attention to detail)
Budgeting	Commitment to the business (& Loyalty)	Conscientious & Hardworking
Business Data Analysis	Communicative	Courageous (Bold, Tenacious, Brave)
Commercial skills	Innovativeness	Energetic (Enthusiastic, Active, Passionate)
Financial Acumen	Entrepreneurship	Fair (Impartial, Balanced)
Communication - Presentation Skills	Risk Taking	Integrity (Honesty, Authentic, Ethical)
Articulate	Cunning	Inquisitive (Curious)
Communication - Verbal and Written	Work Life balance maintenance	Motivated (Driven, Ambitious)
Statistical Skills	Experience - beyond work	Optimistic (Trusting)
IT Skills	Relationship Building (Networking)	Positive (Can-do)
Negotiation Skills	Stakeholder management	Patience (Tolerance)
Market Research Knowledge & Interpretation	Team-working orientation (& skills)	Persistent (Persevering, Determined)
Competitor Knowledge	Accountable (Ownership, Responsibility)	Realistic (Pragmatic, Practical)
Market & Industry Knowledge	People Management Skills	Reliable (Dependable, Trustworthy)
Business, understanding of the	Political Skills (Diplomacy)	Resilient
Branding and Brand Management	Listening skills	Self aware
Product Development	Proactive (Initiative taker, Do-er)	Self Confident & Belief in myself
Product Management	Leadership Qualities	Self-controlled
Marketing General Theoretical Knowledge	Decision Maker	Sociable (Outgoing, Gregarious)
Pricing	Persuasive (Influential, Convincing, Gravitas)	Empathetic
Marketing Communications Management	Organized (& Methodical)	Emotionally intelligent
Managing Outside Agencies	Perspective (Big Picture)	Humble
Distribution Channel Knowledge & Awareness	Strategic Thinking	Show Respect
Business Data Management	Vision (Forward thinking)	Charisma (Personality, Engaging)
Customer Relationship Management System Skills	Goal Oriented	Respected
Marketing Planning	Questioning Nature (Challenging)	
Marketing Plan Implementation	Likeable (Friendly, Affable, Approachable)	
Project Management	Magnanimous	
Measure Effectiveness of Marketing (Skills to do)	Fun, sense of	
	Humour	

Table 4-2: Delphi round one – characteristics identified from questionnaire responses

The process in a little more detail is as follows. A total of 376 of these words or phrases were coded into 26 headings, codes or nodes, under the general category of technical competences. Each of these 26 heading sub-groups have expressions or words included which are regarded as synonymous or the phrases are evocative of the code heading. As an example the code *market knowledge & awareness* includes *knowledge about marketing, market facing, industry expert* and *new product sector trends*

In all, 342 words or phrases were assigned to a total of 22 codes, under the general category of behavioural competences. For example, the code *goal oriented* also covers phrases such as *results oriented, target focused* and *drive tangible business benefits*.

Finally, 397 individual words or phrases were allocated to 26 different codes all under the category of Traits. As an example, *persistence* also includes *perseverance, determination* and *single mindedness*; *integrity* includes *authenticity, honesty openness, trustworthy* and *respected*.

It should be noted that the total of the coded items exceed the original 600 words or expressions because some responses contained more than a single characteristic.

#### **4.2.5 Processing of Results for next Delphi Round**

The purpose of the Delphi round two is to gauge the relative importance of competences and traits identified in the first round, by asking respondents to rank characteristics within each category. It is self-evident that the larger number of characteristics in each category, the more difficult respondents would find this task. An exercise was, therefore, undertaken to further reduce the number of these key characteristics.

In undertaking this exercise, the researcher took guidance from the literature. Saldana describes the result of coding such data in qualitative research as "most often a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute..." (2009, p.3). As with all coding undertaken to this point, themes are grouped together where the responses offer similar themes or captures the essence of the collective themes (ibid).

As a further exercise to help capture the meaning of the competence groupings, and in line with good practice (Edgar, 2009), competence descriptions were modified to expressions using active verbs which describe the job activity or behaviour that the competence would display. Competences now contained expressions such as *keeping up to date with...; developing...; introducing...;*

<b>Technical Competences 20</b>	<b>Behavioural Competences 19</b>	<b>Traits 20</b>
Being mental agility, numerate and analytical	Advocating and promoting the value of marketing within the organization	Adaptable, Flexible and Willing to Change
Having Wide Industrial Experience	Engaging with and being committed to customers	Aggressive or Ruthless
Having a Marketing Qualification	Collaborating and cooperating across departments	Creative or Artistic
Managing budgets and having good accounting and financial skills	Showing loyalty to the business	Conscientious, Hardworking or Thorough
Making effective presentations	Actively communicating within the organization	Courageous, Bold, Tenacious or Brave
Communicating effectively and articulately, verbally and in writing	Innovating thinking in new products and value propositions	Energetic, Enthusiastic, Active or Passionate
Undertaking statistical analysis	Being prepared to take calculated risks and being entrepreneurial	Having integrity, honesty and fairness
Understanding and fully utilising IT software	Maintaining a work life balance and having interests and experience beyond work	Inquisitive or Curious
Possessing good negotiation skills	Networking and relationship building	Highly Motivated, Driven or Ambitious
Understanding, implementing and interpreting market research	Working as a team player	Positive, Optimistic or Trusting
Keeping up to date with industry and competitor activity	Taking responsibility and being accountable for decisions made and outcomes	Patient or Tolerant
Understanding the needs of the business and its processes	Managing people, listening and motivating	Persistent, Perseverant or Determined
Developing & introducing new products and maintaining existing products	Leading, making decisions and initiating action	Realistic, Pragmatic or Practical
Setting prices and strategically positioning products	Persuading and influencing others	Reliable, Dependable or Trustworthy
Understanding marketing communications activities and managing outside agencies	Organizing well and being methodical	Thick skinned or resilient to criticism
Understanding distribution channels and routes to market	Strategic and forward thinking, vision and looking at the big picture	Self Confident, belief and understanding of self
Understanding and managing Databases and Customer Relationship Management Systems	Focusing on results and oriented to the end goal	Sociable, outgoing or gregarious
Developing Strategic Marketing Plans	Challenging conventions and traditional ways of doing things	Empathetic or Emotionally Intelligent
Implementing strategic plans and managing marketing projects	Being friendly and approachable with a sense of humour and fun	Respectful or showing humility
Measuring the effectiveness of marketing programs		Charismic, engaging personality or respected

Table 4-3: Delphi Round One - Grouped characteristics after processing and inter-rating

*implementing...; and measuring....* traits; and continued to predominantly use adjectives such as *enthusiastic or tolerant*.

It is recognized that such an exercise, undertaken by an individual, can be regarded as already having undergone what may be a subjective appraisal (Miles and Huberman, 1994). To increase the reliability of the data, therefore, the recoding exercise was second-rated by a research colleague. In a slightly different manner from the first inter-rating exercise, this colleague was shown the 'pared down' list of 20 technical competences, 19 behavioural competences and 20 traits, directly alongside the original lists of 33, 34 and 29 respectively. It was therefore apparent what the revised competences grouping were intended to encapsulate. The second-rater was asked to agree or disagree with this groupings and suggest changes where necessary. As a result some adjustments were made to the allocations.

The resulting list of 20 technical competences, 19 behavioural competences and 20 traits is shown in Table 4-3.

## **4.3 Delphi Round Two – Relative Importance**

### **4.3.1 Objective**

The objective of round two of the Delphi study is to determine the relative importance of the specific technical competences, behavioural competences and Traits within each of these three categories that were identified in the first round.

### **4.3.2 Delphi Round Two Questions**

A single questionnaire was designed for Delphi round two (Appendix C.6) which required the respondent to use three different ways to express the relative importance of the characteristics from round one. The aim was that this would increase the reliability and validity of the data. As in round one, respondents were asked to consider questions by category; initially dealing with technical competences, then behavioural competences and finally Traits. At the beginning of each of these three sections, the respondent was asked to imagine what they would regard as being 'the most effective marketing manager'. They were then asked to consider around 20 individual characteristics and asked to:

- indicate their level of importance on a Semantic Differential scale
- undertake a Constant Sum exercise by sharing 100 points, based on importance, between all of those characteristics listed in the section
- indicate their ranked, Top 5 characteristics in terms of importance.

### 4.3.3 Targeted Respondents and Round Two Participants

Those targeted for Delphi round two comprised all respondents of Delphi round one plus those targeted but unable to take part. Of those contacted 40 responses were received (Table 4-4).

<b>Delphi Round Two Respondent Groupings</b>	<b>Number</b>
Marketing Directors/CEOs	18
HR Directors	3
Coaching Consultants	2
Strategy Consultants	1
Academics – Marketing	15
Academics - HR	1
<b>Total</b>	<b>40</b>

*Table 4-4: Delphi round two response*

### 4.3.4 Analysis of results

The semantic differential, constant sum and ranking analyses all measure the relative importance of characteristics within each of the three categories of technical competences, behavioural competences and traits. The correlations of the results between the three methods is, therefore, of interest, as is the mean result across all methods.

The results shown in Appendix C.8, Appendix C.9, and Appendix C.10 show the means scores obtained from semantic differential, constant sum and ranking analyses respectively. The fourth table in Appendix C.11 shows that the correlations between the three methods is very high. The table shows a minimum correlation of 0.84 and maximum of 0.94, giving us the confidence to use a mean taken across all three methods as a weighted indication of importance and ranking. This was



calculated by summing the mean centred values, also called *z values* calculated across all three methods. This results in the weightings and rankings illustrated in Table 4-5.

	'z' value sum	Ranking
<b>TECHNICAL COMPETENCES</b>		
r. Developing strategic marketing plans	5.52	1
s. Implementing strategic plans and managing marketing projects	5.05	2
a. Being mentally agility, numerate and analytical	3.36	3
f. Communicating effectively and articulately, verbally and in writing	3.05	4
l. Understanding the needs of the business and its processes	1.96	5
k. Keeping up to date with industry and competitor activity	1.01	6
m. Developing & introducing new products/brands and maintaining existing products/brands	1.01	7
t. Measuring the effectiveness of marketing programs	0.93	8
n. Setting prices and strategically positioning product	0.59	9
j. Understanding, implementing and interpreting market research	0.47	10
o. Understanding marketing communications activities and managing outside agencies	-0.17	11
p. Understanding distribution channels and routes to market	-0.34	12
q. Managing data and understanding/using customer relationship management (CRM) systems	-0.73	13
e. Making effective presentations	-1.60	14
i. Possessing good negotiation skills	-2.31	15
d. Managing budgets and having good accounting and financial skills	-2.39	16
g. Undertaking statistical analysis	-2.86	17
b. Having wide industrial experience	-3.33	18
c. Having a marketing qualification	-3.86	19
h. Understanding and fully utilising IT software	-5.36	20
<b>BEHAVIOURAL COMPETENCES</b>	0.00	
p. Strategic and forward thinking, vision and looking at the big picture	5.23	1
b. Engaging with and being committed to customers	3.97	2
f. Innovative thinking in new products and value propositions	3.54	3
m. Leading, making decisions and initiating action	3.34	4
k. Taking responsibility and being accountable for decisions made and outcomes	1.84	5
q. Focusing on results and oriented to the end goal	1.30	6
g. Being prepared to take calculated risks and being entrepreneurial	1.22	7
n. Persuading and influencing others	0.66	8
c. Collaborating and cooperating across departments	0.46	9
l. Managing people, listening and motivating	-0.14	10
e. Actively communicating within the organization	-0.50	11
i. Networking and relationship building	-0.92	12
r. Challenging conventions and traditional ways of doing things	-1.09	13
o. Organizing well and being methodical	-1.19	14
j. Working as a team player	-1.55	15
a. Advocating and promoting the value of marketing within the organization	-1.69	16
s. Being friendly and approachable with a sense of humour and fun	-3.77	17
d. Showing loyalty to the business	-4.70	18
h. Maintaining a work life balance and having interests and experience beyond work	-6.00	19
<b>TRAITS</b>	0.00	
a. Adaptable, flexible and willing to change	5.04	1
f. Energetic, enthusiastic, active or passionate	4.37	2
g. Having integrity, honesty and fairness	4.04	3
i. Highly motivated, driven or ambitious	3.31	4
h. Inquisitive or curious	1.48	5
l. Persistent, determined or having perseverance	1.03	6
r. Emotionally intelligent, self aware or self controlled	0.64	7
e. Courageous, bold, tenacious or brave	0.26	8
j. Positive, optimistic or trusting	0.25	9
d. Conscientious, hardworking or thorough	-0.31	10
s. Respectful, empathetic or showing humility	-0.47	11
n. Reliable, dependable or trustworthy	-0.77	12
p. Self confident or belief in self	-0.94	13
m. Realistic, pragmatic or practical	-1.99	14
k. Patient or tolerant	-3.70	15
c. Creative or artistic	-4.01	16
q. Sociable, outgoing or gregarious	-4.08	17
o. Thick skinned or resilient to criticism	-4.14	18
	0.00	

Table 4-5: Delphi round two - characteristics, rated and ranked by category (highlighting is to facilitate navigation only)

In this final analysis of Delphi round two, two listed characteristics have been totally removed from the exercise. The first is *aggressive or ruthless*. This had scored the lowest across all characteristics on the semantic differential test, by far the lowest score on the constant sum analysis and was ranked by no respondents at all in the top 5 ranking exercise.

*Charismatic* was also belatedly removed as inappropriate. *Charisma* is defined as *a capacity to inspire followers with devotion and enthusiasm* (Sykes, 1978). As such, it is an accolade, conferred by others, rather than being a characteristic in itself. This is demonstrated by the absence of measurement tools in resource bases such as the International Personality Item Pool (IPIP, 2011). This reduces the number of traits shown in Table 4-5 from 20 to 18.

#### **4.3.5 Processing of Results for next Delphi Round**

Technical competences, behavioural competences and traits, numbering 20, 19 and 18 characteristics respectively, are now ranked in perceived importance. In their current form, the characteristics present useful and valuable information in respect of characteristics that employers may seek in prospective employee marketing managers or with regard to development opportunities for existing marketing managers to increase their effectiveness. However, the 18-20 areas of characteristics in each of the three categories continues to present a breadth and level of complexity which potentially makes the communication and discussion of 'desirable individual characteristics' more difficult and unwieldy. As discussed by Bailey (1994), such complexity, particularly in social sciences, is reduced through the *classification* of phenomena, bringing with it such advantages as easier description, reduced complexity, a recognition of similarities and difference. An exercise was, therefore, undertaken with the 20 technical competences, 19 behavioural competences and 18 traits, to classify them into groups according to similarity, or where they "...share an overall similarity greater than the similarity with cases in other classes; that is, they are more similar to the cases in their own class than to cases in other classes" (ibid, p.7). Each of the three categories is dealt with separately.

##### ***Technical competences classification and rationale***

Examining these characteristics, it is clear that many are specifically linked to marketing. However, several relate to general management in the form of transferable business skills. Furthermore, cognitive abilities such as numeracy and verbal and written articulation (Mumford et al., 2007), not particularly related to work, are also present, as are the career acquisitions of qualifications and experience. Technical competences can be clearly divided between *specialized marketing* and the

more general *transferable business competences* and between *cognitive ability, qualifications* and *experience*.

Examination of the 20 technical competences identified by the Delphi are, therefore, separated into these four categories which show either a similarity with other characteristics or differences from them. Within the category of specialist marketing competences, however, three sub-classifications are also evident, based on the three key areas of strategic marketing evident in many key marketing and management texts (Hooley et al., 2012, Kotler et al., 2013, Johnson et al., 2014). These are *market analysis, strategy development* and *implementation*. This overall categorization of technical competences is detailed in Table 4-6

Cognitive Ability	Knowledge and Experience	Transferable Business Competences	Specialist Marketing Competences
a. Being mentally agility, numerate and analytical f. communicating effectively and articulately, verbally and in writing	b. Having wide industrial experience c. Having a marketing qualification	e. Making effective presentations i. Possessing good negotiation skills d. Managing budgets and having good accounting and financial skills g. Undertaking statistical analysis h. Understanding and fully utilising IT software	<u>Formulating Marketing Strategy:</u> r. Developing strategic marketing plans l. Understanding the needs of the business and its processes n. Setting prices and strategically positioning product <u>Implementing Marketing Strategy:</u> s. Implementing strategic plans and managing marketing projects m. Developing & introducing new products/brands and maintaining existing products/brands t. Measuring the effectiveness of marketing programmes o. Understanding marketing communications activities and managing outside agencies <u>Accessing and Interpreting Market Information:</u> k. Keeping up to date with industry and competitor activity j. Understanding, implementing and interpreting market research p. Understanding distribution channels and routes to market q. Managing data and understanding/using customer relationship management (CRM) systems

Table 4-6: Technical competences, categorised

### ***Relative importance of technical competence categories***

The z values for technical competences, indicating their relative importance, are shown in Table 4-7, split by technical competences category and summed accordingly. Specialist marketing competences are shown across three columns: the sub-categories of *formulating marketing strategy, implementing marketing strategy* and *accessing and interpreting market information*. This

indicates that the most dominant grouping of technical competences is, by far, specialist marketing competences, with 11 competences from the total of 20. Furthermore, of these, 8 were of above average importance ie. showing positive *z values* and these are evenly spread across the three sub-categories.

Regarding the remaining three categories of technical competence, all of those within *transferable business competences* were below average in importance, with negative *z values*. Both areas of qualifications and experience also showed below average importance. However, cognitive abilities comprising *mental agility* and *articulation and communicating effectively* were well above average and, therefore, of clear importance.

p

SPECIALIST MARKETING COMPETENCE		SPECIALIST MARKETING COMPETENCE				SPECIALIST MARKETING COMPETENCE					
FORMULATING MARKETING STRATEGY	Z Value	IMPLEMENTING & CONTROLLING MARKETING STRATEGY	Z Value	COGNITIVE ABILITY	Z Value	ACCESSING & INTERPRETING MARKETING INFORMATION	Z Value	QUALIFICATIONS & EXPERIENCE	Z Value	TRANSFERABLE BUSINESS COMPETENCES	Z Value
r. Developing strategic marketing plans	5.5	s. Implementing strategic plans and managing marketing projects	5.0	a. Being mentally agility, numerate and analytical	3.4	k. Keeping up to date with industry and competitor activity	1.0	b. Having wide industrial experience	-3.3	e. Making effective presentations	-1.6
l. Understanding the needs of the business and its processes	2.0	m. Developing & introducing new products/brands and maintaining existing	1.0	f. Communicating effectively and articulately, verbally and in writing	3.0	j. Understanding, implementing and interpreting market research	0.5	c. Having a marketing qualification	-3.9	i. Possessing good negotiation skills	-2.3
n. Setting prices and strategically positioning product	0.6	t. Measuring the effectiveness of marketing programs	0.9			p. Understanding distribution channels and routes to market	-0.3			d. Managing budgets and having good accounting and financial skills	-2.4
		o. Understanding marketing communications activities and managing outside	-0.2			q. Managing data and understanding/using customer relationship management (CRM)	-0.7			g. Undertaking statistical analysis	-2.9
										h. Understanding and fully utilising IT software	-5.4
Total z values	8.1	Total z values	6.8	Total z values	6.4	Total z values	0.4	Total z values	-7.2	Total z values	-14.5

Table 4-7: Technical competences categories with *z values* indicating relative importance

### ***Behavioural competences classification and rationale***

Examining the 19 behavioural competences identified in round one, it is apparent that none are specifically marketing role related. They represent ways in which individuals might behave in a work situation and are not inextricably linked to the marketing role in the way that the technical competences sub-group of specialist marketing competences is. However, they can be evidently useful in facilitating technical competences as theory suggests. An example might be *innovative thinking* leading the more effective *development and introduction of successful new products*; or *engaging with customers* leading to better *implementation of strategic plans and marketing projects*.

An examination of the 19 behavioural competences identified in Delphi round one, shows a tendency to fall into four broad areas, each of which represents similarities between the items and difference from items in other categories (Bailey, 1994). These four areas identified are: *proactively push boundaries*; *deal with people well*; *business minded*; and *friendly balanced work approach*.

<b>Proactively Push Boundaries</b>	<b>Deal with People Well</b>	<b>Business Minded</b>	<b>Friendly balanced work approach</b>
f. Innovative thinking in new products and value propositions m. Leading, making decisions and initiating action k. Taking responsibility and being accountable for decisions made and outcomes g. Being prepared to take calculated risks and being entrepreneurial r. Challenging conventions and traditional ways of doing things	b. Engaging with and being committed to customers n. Persuading and influencing others c. Collaborating and cooperating across departments l. Managing people, listening and motivating e. Actively communicating within the organisation i. Networking and relationship building j. Working as a team player	p. Strategic and forward thinking, vision and looking at the big picture q. Focusing on results and oriented to the end goal o. Organizing well and being methodical a. Advocating and promoting the value of marketing within the organisation d. Showing loyalty to the business	s. Being friendly and approachable with a sense of humour and fun h. Maintaining a work life balance and having interests and experience beyond work

Table 4-8: Behavioural competences, categorised

The first category created is *proactively push boundaries*. It is widely recognized that the long-term competitive position of most organisations is tied to their ability to innovate (Drucker, 1985, Hutt and Speh, 2012) and that this is one of the most important business drivers (Han et al., 1998). This area of behaviour includes a willingness to challenge convention, take risks and be innovative. It is also characterised by a preparedness to make decisions and take action and with this comes the implication that one would be inclined to be accountable for these decisions.

The second group, *deal with people well* echoes a number of areas of literature that stress interpersonal relationships. In his study of assessment centres, Dulewicz (1989) identified *interpersonal competences* as one of 4 key areas of performance factors. This factor is seen as important across literature in dealings both outside and inside the organisation; that is dealing with customer and interdepartmental relations (Mumford et al., 2007, Verhoef and Leeflang, 2009). This area, therefore, involves factors that, as the name suggests, involves a willingness to collaborate with other departments and to work as a team player. It also includes a preparedness to engage with customers and build relationships through networking. Finally, it includes listening to and motivating others as well as actively communicating with them.

The third category is that of *business minded*. In his study of assessment centres, Dulewicz (1989) identified *results orientation* as one of 4 key areas of performance. This category, therefore, contains factors involving behaviour around a commercial orientation evident through strategic thinking, and results orientation, being organized and showing loyalty to the business. It would also include actively promoting the value of marketing within the organisation, an activity which has been demonstrated to promote business success (Homburg et al., 1999).

The final category *friendly, balanced work approach*. The area of work-life balance has been addressed by academic researchers since the early part of the twentieth century in being important to long term organisational effectiveness (Walton, 1973). Whilst studies such as Beauregard and Henry (Beauregard and Henry, 2009) were inconclusive with regard to its positive effect on organisational performance, Kodz et al (2002) found, in their report for the Education Research Information Council (ERIC), that work-life balance was positively viewed by employers as providing benefits to the organisation. This group goes hand in hand with being business minded and also suggests an ability to maintain a work-life balance and maintain a sense of humour while doing so.

### ***Relative importance of behavioural competences categories***

The z values for each behavioural competence, indicating their relative importance, is shown in Table 4-9, split by these four categories. This indicates that the most dominant grouping of behavioural competences is, by far, *they proactively push boundaries* with 4 out of 5 characteristics being well above average importance ie. above zero.

THEY PROACTIVELY PUSH BOUNDARIES	Z Value	THEY DEAL WELL WITH PEOPLE	Z Value	THEY ARE BUSINESS MINDED	Z Value	THE HAVE A FRIENDLY, BALANCED APPROACH TO WORK	Z Value
f. Innovative thinking in new products and value propositions	3.5	b. Engaging with and being committed to customers	4.0	p. Strategic and forward thinking, vision and looking at the big picture	5.2	s. Being friendly and approachable with a sense of humour and fun	-3.8
m. Leading, making decisions and initiating action	3.3	n. Persuading and influencing others	0.7	q. Focusing on results and oriented to the end goal	1.3	h. Maintaining a work life balance and having interests and experience beyond work	-6.0
k. Taking responsibility and being accountable for decisions made and outcomes	1.8	c. Collaborating and cooperating across departments	0.5	o. Organizing well and being methodical	-1.2		
g. Being prepared to take calculated risks and being entrepreneurial	1.2	l. Managing people, listening and motivating	-0.1	a. Advocating and promoting the value of marketing within the organization	-1.7		
r. Challenging conventions and traditional ways of doing things	-1.1	e. Actively communicating within the organization	-0.5	d. Showing loyalty to the business	-4.7		
		i. Networking and relationship building	-0.9				
		j. Working as a team player	-1.6				
Total z values	8.9	Total z values	2.0	Total z values	-1.1	Total z values	-9.8

Table 4-9: Behavioural Competences Categories with z Values indicating Relative Importance

Second in importance is *they deal with people well* which has just 3 out of its 7 characteristics above average importance. The third most important overall area, *they are business minded*, has 2 from 5 characteristics well above average in importance. However, *they have a friendly, balanced approach to work* has two heavily negatively scored characteristics, suggesting it is of far less importance than the other three categories.

### ***Traits classification and rationale***

In total, 18 different traits were identified in Delphi round one. As with technical and behavioural competences, these can be more easily understood and examined if grouped according to similarity. However, a characteristic commonality across all of them which should be highlighted, is that they are all positive in nature. This may not be surprising, considering the question posed in the research, asking respondents to “consider the personality traits, values and virtues they might expect to see in the most effective marketing managers”. It is for this reason that a ‘character strengths’ approach to personality (Peterson and Seligman, 2004), has been used to classify responses. As explained in the literature review, the approach emerges out of the relatively new field of positive psychology but is firmly based on principles of personal virtue dating back to at least 800 BC. This approach identified 24 key character strengths, grouped into the six ‘virtue’ groups comprising *wisdom and knowledge*, *courage*, *humanity*, *justice*, *temperance* and *transcendence*. These are detailed in Appendix C.12.

<b>courage</b>	<b>Justice</b>	<b>Widsom and Knowledge</b>	<b>Transcendence</b>	<b>Temperance</b>	<b>Humanity</b>
f. Energetic, enthusiastic, active or passionate i. Highly motivated, driven or ambitious g. Having integrity, honesty l. Persistent, determined or having perseverance e. courageous, bold, tenacious or brave n. Reliable, dependable or trustworthy p. Self confident or belief in self o. Thick skinned or resilient to criticism	g. Fairness	a. Adaptable, flexible and willing to change h. Inquisitive or curious m. Realistic, pragmatic or practical c. Creative or artistic	j. Positive, optimistic or trusting	r. self controlled d. Conscientious, hardworking or thorough	r. Emotionally intelligent, self aware s. Respectful, empathetic or showing humility k. Patient or tolerant q. Sociable, outgoing or gregarious

Table 4-10: Traits, categorised

The 18 characteristics identified by the research, were allocated into the six virtue groups, as shown in Table 4-10. The rationale for allocating these characteristics to each of the six categories is shown in Appendix C.13

### ***Relative importance of trait categories***

The z values for each of the traits characteristics, indicating their relative importance, are shown in Table 4-11s. These indicate that the most dominant grouping of trait is courage with 8 individual characteristics, 5 of which are above average importance. Justice is second in importance with *fairness* having a level of importance well about average. Wisdom and knowledge, which is the third most important category based on summed z values, has the highest single score for an individual characteristic; that of *adaptable & flexible*. Transcendence, featuring *positive & optimistic* is fourth in importance at just above average, and the remaining two categories of temperance and humanity have near or below average importance in respect of their individual trait characteristics.

COURAGE		JUSTICE		WISDOM & KNOWLEDGE		TRANSCENDENCE		TEMPERANCE		HUMANITY	
<i>Traits related to the exercise of will to accomplish goals in the face of opposition, external or internal</i>	Z Value	<i>Traits related to the optimal interaction between the individual and the community</i>	Z Value	<i>Traits related to the acquisition and use of information</i>	Z Value	<i>Traits that allow individuals to forge connections to the larger universe and provide meaning to their lives</i>	Z Value	<i>Traits that protect us from excess</i>	Z Value	<i>Traits manifest in caring relationships with others</i>	Z Value
f. Energetic, enthusiastic, active or passionate	4.4	g. Fairness	2.0	a. Adaptable, flexible and willing to change	5.0	j. Positive, optimistic or trusting	0.3	r. Self controlled	0.3	r. Emotionally intelligent, self aware	0.3
i. Highly motivated, driven or ambitious	3.3			h. Inquisitive or curious	1.5			d. Conscientious, hardworking or thorough	-0.3	s. Respectful, empathetic or showing humility	-0.5
g. Having integrity, honesty	2.0			m. Realistic, pragmatic or practical	-2.0					k. Patient or tolerant	-3.7
l. Persistent, determined or having perseverance	1.0			c. Creative or artistic	-4.0					q. Sociable, outgoing or gregarious	-4.1
e. Courageous, bold, tenacious or brave	0.3										
n. Reliable, dependable or trustworthy	-0.8										
p. Self confident or belief in self	-0.9										
o. Thick skinned or resilient to criticism	-4.1										
Total z values	5.1	Total z values	2.0	Total z values	0.5	Total z values	0.3	Total z values	0.0	Total z values	-7.9

Table 4-11: Traits with z values indicating relative importance



## 4.4 Delphi Round Three – Ratification and Relationships

### 4.4.1 Objective

The objective of round three of the Delphi study is twofold. Firstly, it aims to ratify the relative importance of the characteristics already identified and rated in rounds one and two for technical competences, behavioural competences and Traits. Relative importance will not be investigated at the individual competence or trait level, but at the *category* level; the competence and trait categories established based on the results of Delphi Round Two and detailed in Table 4-7, Table 4-9, and Table 4-11. The second objective of round three is to explore the importance of possible relationships between Behavioural and technical competences and between Traits and behavioural competences.

### 4.4.2 Delphi Round Three Questions

As with round two, a single questionnaire was designed for Delphi round three (Appendix C.7). The first group of questions asks respondents to undertake a constant sum exercise. Respondents are required to share 100 points between the 5 categories of technical competences, then between the four categories of behavioural competences and finally between the six categories of traits.

The second group of questions asked respondents to gauge the possible influence that of each of the behavioural competence categories might have on each of the technical competences categories; for example the level of influence that *proactively push boundaries* might have on *implementing marketing strategy*. Respondents were asked to indicate their views using a semantic differential scale.

A third group of questions asked respondents to gauge the possible influence that each of the Trait categories might have on each of the Behavioural Competence categories; for example, the level of influence that *courage* might have on *proactively pushing boundaries*. Once again, respondents were asked to indicate their views using a Semantic Differential scale.

#### 4.4.3 Targeted Respondents and Round Three Participants

Once again, those targeted for Delphi round three comprised all respondents of Delphi rounds one and two plus those previously targeted but unable to take part. Of the 48 contacted 40 responses were received, as detailed in Table 4-12.

<b>Delphi Round Three Respondent Groupings</b>	<b>Number</b>
Marketing Directors/CEOs	19
HR Directors	3
Coaching Consultants	2
Strategy Consultants	1
Academics – Marketing	14
Academics - HR	1
<b>Total</b>	<b>40</b>

*Table 4-12: Delphi round three response*

#### 4.4.4 Analysis of Results

##### ***Relative importance of categories within technical competences, behavioural Competence and trait groupings***

The results shown in Table 4-13 show the outcome of the results of the first group of questions which are designed to ratify the relative importance of the individual competences and trait categories, created from the results of Delphi round two. The table shows the mean of the 40 responses given for each of the categories with technical competences, behavioural competences and traits.

		TOTAL	Mean
	Responses-->	<b>40</b>	
<b>Relative Importance of Technical Competences</b>	1.a. Formulating Marketing Strategy	1040	26.0
	1.b. Implementation & Controlling Marketing Strategy	894	22.4
	1.c. Cognitive Ability	644.5	16.1
	1.d. Accessing & Interpreting Marketing Information	588	14.7
	1.e. Qualifications & Experience	430	10.8
	1.f. Transferable Business Competences	413.5	10.3
<b>Relative Importance of Behavioural Competences</b>	2.a. Proactively Pushing Boundaries	1319.5	33.0
	2.b. Dealing with People Well	1096.5	27.4
	2.c. Being Business Minded	1029	25.7
	2.d. Having a Friendly and Balanced Approach to Work	555	13.9
<b>Relative Importance of Traits</b>	3.a. Courage	1138	28.5
	3.b. Justice	643	16.1
	3.c. Wisdom & Knowledge	818	20.5
	3.d. Transcendence	478.5	12.0
	3.e. Temperance	436.5	10.9
	3.f. Humanity	486	12.2

Table 4-13: Relative importance of competence and trait categories

The results of Delphi round two, with which we wish to compare these results, were calculated from a consolidation of three different methods, semantic differential, constant sum, and top 5 ranking, and the final results were mean centred to enable consolidation by summing. While *t* tests would be well suited to comparing Delphis three and two, this would require a recalculation of all Delphi two data to create *z* values for each individual respondent across each of the three methods. A shorter route to evaluating the similarity between Delphi two and three results, is a simple correlation of the results, as shown in Table 4-14. As the table shows, although the traits correlation fell marginally below 0.7 at 0.65, these two sets of results correlated well, indicating that the tables from Delphi round two, are a reasonable reflection of the views of the 'expert' panel.

		Delphi 3	Delphi 2	
		Constant Sum	mean z value	
Relative Importance of Technical Competences	1.a. Formulating Marketing Strategy	26.0	8.1	
	1.b. Implementation & Controlling Marketing Strategy	22.4	6.8	
	1.c. Cognitive Ability	16.1	6.4	
	1.d. Accessing & Interpreting Marketing Information	14.7	0.4	
	1.e. Qualifications & Experience	10.8	-7.2	Correlation
	1.f. Transferable Business Competences	10.3	-14.5	0.85
Relative Importance of Behavioural Competences	2.a. Proactively Pushing Boundaries	33.0	8.9	
	2.b. Dealing with People Well	27.4	2	
	2.c. Being Business Minded	25.7	-1.1	Correlation
	2.d. Having a Friendly and Balanced Approach to Work	13.9	-9.8	0.98
Relative Importance of Traits	3.a. Courage	28.5	5.1	
	3.b. Justice	16.1	2	
	3.c. Wisdom & Knowledge	20.5	0.5	
	3.d. Transcendence	12.0	0.3	
	3.e. Temperance	10.9	0	Correlation
	3.f. Humanity	12.2	-7.9	0.65

Table 4-14: Relative importance of characteristics - Delphi two and three correlation

### ***Behavioural competences' influence on technical competences***

The second group of questions explored the relationship between the 4 categories of behavioural competences and the 6 categories of technical competences; specifically how each of the individual behavioural categories influences the technical categories. All responses were given on a seven point semantic differential scale.

It is apparent from Table 4-15, that, overall, the behavioural competence with the highest average effect on technical competences is *being business minded*, followed by *proactively pushing boundaries* and *dealing with people well*. These suggest a fairly strong influence. Of lowest average influence is *having a balanced friendly approach to work*.

The overall influence of these behavioural competences is shown to be slightly greater, on average, if *qualifications and experience* and *cognitive ability* are removed.

Examining the technical competences most influenced by behavioural competences, the results shows that *implementing and controlling marketing strategy* is highest, followed by *formulating marketing strategy* and thirdly, *transferable business skills*.

		Behavioural Competences				
The influence of Behavioural Competences on Technical Competences		Proactively Pushing Boundaries	Being Business Minded	Dealing with People Well	Having a Balanced, Friendly Approach to Work	Total
Technical Competences	<i>Influence on</i> Formulating marketing Strategy	5.7	5.9	4.4	3.3	19.3
	<i>Influence on</i> Implementing and Controlling Marketing Strategy	5.1	5.8	5.7	4.2	20.8
	<i>Influence on</i> Cognitive Ability	4.6	4.9	4.8	4.1	18.3
	<i>Influence on</i> Accessing & Interpreting Marketing Information	4.7	5.8	4.4	3.4	18.2
	<i>Influence on</i> Qualifications & Experience	4.0	5.0	3.9	3.5	16.4
	<i>Influence on</i> Transferable Business Skills	4.5	5.3	4.9	3.9	18.5
Total		28.5	32.6	28.1	22.2	
Ave		4.8	5.4	4.7	3.7	
Total less Cog Ab & Qual/Exp		19.9	22.8	19.4	14.7	
Ave		5.0	5.7	4.8	3.7	
Constant Sum Mean		33.0	25.7	27.4	13.9	

Table 4-15: The influence of behavioural competences on technical competences

### ***Traits' influence on behavioural competences***

The third group of questions in Delphi round three, explore the relationship between the 6 categories of traits and the 4 categories of behavioural competences; particularly the extent to which each of the individual traits category influences the behavioural competence categories. All responses were given on a seven point semantic differential scale.

	The influence of Traits on Behavioural Competences	Courage	Justice	Wisdom & Knowledge	Transcendence	Temperance	Humanity	Mean
Behavioural Competences	Proactively Pushing Boundaries	6.2	4.2	5.3	4.5	3.9	3.7	4.6
	Being Business Minded	4.8	5.6	5.1	4.6	4.7	5.8	5.1
	Dealing with People Well	5.1	4.4	5.4	4.3	3.9	3.6	4.5
	Having a Balanced, Friendly Approach to Work	3.8	5.0	4.6	4.7	4.8	5.6	4.8
	<b>Total</b>	<b>19.9</b>	<b>19.2</b>	<b>20.4</b>	<b>18.1</b>	<b>17.3</b>	<b>18.7</b>	
	<b>Ave</b>	<b>5.0</b>	<b>4.8</b>	<b>5.1</b>	<b>4.5</b>	<b>4.3</b>	<b>4.7</b>	

Table 4-16: The influence of traits on behavioural competences

The data in Table 4-16, shows that the trait category with the highest average influence on behavioural competences is *wisdom and knowledge* followed closely by *courage*. Lowest in average influence is *temperance*. The behavioural competences most influenced by traits is *being business minded*, followed by *having a balanced friendly approach to work*.

## 4.5 Summary and Conclusions of Delphi Study

This chapter began by explaining the research plan behind the Delphi studies including the respondents targeted. Each of the three Delphi rounds have attracted at least 40 respondents, as shown in Table 4-17 although it should be made clear that respondents who took part in all three of the Delphi rounds numbered 34.

Delphi Respondent Groupings	Invited	Round One	Round Two	Round Three	Took part in all
Marketing Directors/CEOs	44	20	18	19	13
HR Directors	5	3	3	3	3
Coaching Consultants	6	2	2	2	2
Strategy Consultants	6	3	1	1	1
Academics – Marketing	17	15	15	14	14
Academics - HR	4	1	1	1	1
<b>Total</b>	<b>82</b>	<b>44</b>	<b>40</b>	<b>40</b>	<b>34</b>

Table 4-17: Delphi rounds respondent summary

Each of the Delphi rounds had specific objectives and the results of rounds one and two each formed the basis for the subsequent rounds of questions. Delphi round one set out to *identify competences and traits most likely to be seen in the most effective marketing managers*. This resulted in three lists: one of technical competences, one of behavioural competences and one of traits, as shown in Table 4-3. Delphi round two then took these lists and presented them to the same body of target respondents, asking them to rank them in importance using three different methods. The aggregated results of the three methods were found to be highly correlated and, therefore, gave a reliable indication of overall ranked importance. The ranked competences and trait are shown in Table 4-5. To further evaluate the results, these competences and traits were grouped into meaningful categories, based on theory and comprising 6 technical competence groups, 4 behavioural competence groups and 6 traits groups. These are shown in Table 4-7, Table 4-9, and Table 4-11, and indicate the relative importance of the categories *within* technical competences, behavioural competences and traits. The final Delphi round was, primarily, a ratification exercise of round two findings and categorizations. Results show a very good correlation between Delphis two and three for technical and behavioural competences and a good correlation for traits, as shown in Table 4-14. Opinions were also gained on the perceived relationships between behavioural and technical competences and between traits and behavioural competences, shown in Table 4-15 and Table 4-16.

The Delphi study, therefore, concludes with two important sets of information. Firstly, there are tables for technical competences, behavioural competences and traits, within which are grouping or categorizing characteristics, along with their relative levels of importance. These tables enable the most influential competences and traits to be identified and selected. Aiming for parsimony, the quantitative research that follows uses variables limited to the most important and impactful.

The second grouping of information from the Delphi studies are the results of a single round of questions regarding relationships between technical and behavioural competences and between behavioural competences and traits. In the absence of literature based theory, this provides research based theory on which hypotheses can be built for the research survey.

In relation to the research method used in this first research exercise, it is apparent that the method selected to undertake this exploratory and primarily qualitative research, has been important in contributing to the level of detail obtained. The iterative nature of the Delphi process has enabled theory not only to be created, with the help of 'experts', but is likely to have increased the validity and reliability of the findings by allowing those experts to reconsider their answers on two subsequent occasions.

In conclusion, this research has addressed research questions RQ1, RQ2 and RQ3 with a sample of 'expert' practitioners and academics. Answers to these questions take the form of rankings of the most important technical competences, behavioural competences and traits of effective marketing managers. As posited in Chapter Three, this will provide a valuable contribution to knowledge in three areas: firstly, senior marketing practitioners can be more effective in recruiting and training marketing managers; secondly, marketing educators can raise awareness of and help develop these characteristics with students in further and higher education, and private training environments; and thirdly, the academic community and the research domain can benefit from a broadening in the field of strategic marketing literature to include 'the characteristics of effective marketing managers'.

However, the contribution from these three areas can be increased if further is known about the relationships between, and influences of, these areas of competences and traits. While the Delphi study has now given some indication of the relationship between technical and behavioural competences and between behavioural competences and traits, external validation of these relationships is necessary. Of greatest importance, however, is the need to empirically examine the relation between these characteristics and marketing department capabilities, as this will provide greater confidence of improved business performance. This is the purpose of the research survey which will follow.

In preparation for this, however, the data obtained from the Delphi study, needs consideration and, in some areas, reformulation to enable their use as variables in this quantitative study. This is the purpose of the next 'intermediate' section: Chapter Five.



# 5 CHAPTER FIVE - DISCUSSION OF DELPHI STUDY AND DEVELOPMENT OF RESEARCH SURVEY HYPOTHESES

## *Introduction*

This section will begin by reviewing the results of the Delphi study which address research questions 1, 2 and 3. It will then explain how these results are to be interpreted for use on the research survey. This process is necessary as only the most relevant and influential characteristics will be used in the research survey. The section will then identify the hypotheses that will be examined in the research survey and will present the conceptual model showing the hypothesized relationships between constructs.

## 5.1 Discussion of Delphi Results

### 5.1.1 Technical competences of greatest importance

As discussed in Chapter 4, two things are evident from the results of Delphi two study, Table 4-7. Firstly while the characteristics have all been initially classified as technical competences, not all the categories identified fit the definition of competences; that is, “the capacity to deal adequately with a subject” (Simpson and Weiner, 1989b). Secondly, the categories are of widely varying importance, as illustrated by the *total z values* scores in the last row of Table 4.7.

To begin with the *cognitive ability* category, Fleishman (1967) defines abilities as “fairly enduring traits which, in the adult, are more difficult to change.” Cognitive ability, as recognized by Mumford (2007) is not related to job based knowledge and skills (ie. technical competences). According to Hunter, cognitive ability is synonymous with what many might generally call intelligence and would normally be measured using a test of verbal , quantifiable aptitude and also spatial tests (1986, p.341). It is clear, therefore, that these should not be defined as competences when compared with the definition shown above. Regarding *qualifications and experience*, these are ‘badges’ of achievement and in themselves cannot demonstrate a capacity to undertake a particular function.

As such, they cannot be regarded as competences, even though they may influence them. It is clear that neither *cognitive ability* nor *qualifications and experience* fulfil the requirements of competences despite being influential in job performance (Hunter, 1986). Their influence in job performance is, however, beyond the scope of this research.

The remaining four areas in Table 4-7, can be regarded as competences. Three of the four, *specialist marketing competences*, are directly marketing job related. However, the fourth, *transferable business skills*, is not. On the basis that every individual competence making up *transferable business skills* scores below average, this area is unlikely to be influential as a technical competence. This then leaves three areas of competence, all of which are above average in importance. Headed *specialist marketing competences*, it is these three individual categories of, *formulating marketing strategy*, *implementing marketing strategy* and *accessing and interpreting marketing information* which are the most influential areas of technical competences and which will represent technical competences in the development of the conceptual model, hypotheses and in measuring the construct of technical competences as part of the quantitative research. Furthermore, in aiming for the most parsimonious measure of technical competences, only those individual competences within each category, of above average importance, as shown in Table 5-1, will be used as measurement items. Here the low influence areas of competence are crossed through. Table 5-2 shows the remaining three categories of technical competences and their most important individual areas of competence.

SPECIALIST MARKETING COMPETENCE		SPECIALIST MARKETING COMPETENCE				SPECIALIST MARKETING COMPETENCE					
FORMULATING MARKETING STRATEGY	Z Value	IMPLEMENTING & CONTROLLING MARKETING STRATEGY	Z Value	COGNITIVE ABILITY	Z Value	ACCESSING & INTERPRETING MARKETING INFORMATION	Z Value	QUALIFICATIONS & EXPERIENCE	Z Value	TRANSFERABLE BUSINESS COMPETENCES	Z Value
r. Developing strategic marketing plans	5.5	s. Implementing strategic plans and managing marketing projects	5.0	a. Being mentally agile, numerate and analytical	3.4	k. Keeping up to date with industry and competitor activity	1.0	b. Having wide industrial experience	-3.3	e. Making effective presentations	-1.6
l. Understanding the needs of the business and its processes	2.0	m. Developing & introducing new products/brands and maintaining existing	1.0	f. Communicating effectively and articulately, verbally and in writing	3.0	j. Understanding, implementing and interpreting market research	0.5	c. Having a marketing qualification	-3.9	i. Possessing good negotiation skills	-2.3
n. Setting prices and strategically positioning product	0.6	t. Measuring the effectiveness of marketing programs	0.9			p. Understanding distribution channels and routes to market	-0.3			d. Managing budgets and having good accounting and financial skills	-2.4
		o. Understanding marketing communications activities and managing outside	-0.2			q. Managing data and understanding/using customer relationship management (CRM)	-0.7			g. Undertaking statistical analysis	-2.9
										h. Understanding and fully utilising IT software	-5.4
Total z values	8.1	Total z values	6.8	Total z values	6.4	Total z values	0.4	Total z values	-7.2	Total z values	-14.5

Table 5-1: Technical competences with unsuitable or low influence areas eliminated

TECHNICAL COMPETENCES		
FORMULATING MARKETING STRATEGY	IMPLEMENTING & CONTROLLING MARKETING STRATEGY	ACCESSING & INTERPRETING MARKETING INFORMATION
r. Developing strategic marketing plans	s. Implementing strategic plans and managing marketing projects	k. Keeping up to date with industry and competitor activity
l. Understanding the needs of the business and its processes	m. Developing & introducing new products/brands and maintaining existing products/brands	j. Understanding, implementing and interpreting market research
n. Setting prices and strategically positioning product	t. Measuring the effectiveness of marketing programs	

Table 5-2: The most influential technical competences

### 5.1.2 Behavioural Competences of Greatest Importance

Regarding behavioural competences, two of the four categories shown in Table 4.9 of Chapter Four, are of below average importance based on total z values. However, in one of these, *they have a friendly and balanced approach to work*, it is evident that both individual competences are below average. As such, this category will be omitted from the measurement of behavioural competence. Regarding the category *they are business minded*, although the total z value is below average, two of the individual competences are above average. As such, the category will remain and these two positive competences used as measurement items. The remaining two categories of *they proactively push boundaries* and *they deal well with people well* are well above average in importance and will be measured using those individual competences with above average importance. Those individual competences of above average importance, as shown in Table 5-3, will be used as measurement items. Here the low influence areas of competence are crossed though. Table 5-4 shows the main three categories of behavioural competences and their most important individual areas.

THEY PROACTIVELY PUSH BOUNDARIES	z Value	THEY DEAL WELL WITH PEOPLE	z Value	THEY ARE BUSINESS MINDED	z Value	THE HAVE A FRIENDLY, BALANCED APPROACH TO WORK	z Value
f. Innovative thinking in new products and value propositions	3.5	b. Engaging with and being committed to customers	4.0	p. Strategic and forward thinking, vision and looking at the big picture	5.2	s. Being friendly and approachable with a sense of humour and fun	-3.8
m. Leading, making decisions and initiating action	3.3	n. Persuading and influencing others	0.7	q. Focusing on results and oriented to the end goal	1.3	h. Maintaining a work life balance and having interests and experience beyond work	-6.0
k. Taking responsibility and being accountable for decisions made and outcomes	1.8	c. Collaborating and cooperating across departments	0.5	o. Organizing well and being methodical	-1.2		
g. Being prepared to take calculated risks and being entrepreneurial	1.2	l. Managing people, listening and motivating	-0.1	a. Advocating and promoting the value of marketing within the organization	-1.7		
r. Challenging conventions and traditional ways of doing things	-1.1	e. Actively communicating within the organization	-0.5	d. Showing loyalty to the business	-4.7		
		i. Networking and relationship building	-0.9				
		j. Working as a team player	-1.6				
Total z values	8.9	Total z values	2.0	Total z values	-1.1	Total z values	-9.8

Table 5-3: Behavioural competences with low influence areas eliminated

BEHAVIOURAL COMPETENCES		
THEY PROACTIVELY PUSH BOUNDARIES	THEY DEAL WELL WITH PEOPLE	THEY ARE BUSINESS MINDED
f. Innovative thinking in new products and value propositions	b. Engaging with and being committed to customers	p. Strategic and forward thinking, vision and looking at the big picture
m. Leading, making decisions and initiating action	n. Persuading and influencing others	q. Focusing on results and oriented to the end goal
k. Taking responsibility and being accountable for decisions made and outcomes	c. Collaborating and cooperating across departments	
g. Being prepared to take calculated risks and being entrepreneurial		

Table 5-4: The most influential behavioural competences

### 5.1.3 Traits of Greatest Importance

Of the six areas of traits identified and shown Table 4.11, Chapter Four, one area, *humanity*, is significantly below average in importance, although one individual trait, *emotional Intelligence*, is slightly above average. Its low level of apparent importance means that it is unlikely to be influential as a trait characteristic in marketing managers.

There are two further areas of trait which are on average or just above average importance; those of *temperance* and *transcendence*. Their relatively low level of potential influence is also likely to mean that they would be of little influence as trait characteristics in marketing managers.

This leaves three categories, two of which are above average in overall importance: *wisdom and knowledge* and *justice*; and the third, *courage*, which has an overall level of importance well above all others despite having three areas of competence well below average. Based on overall z scores and examining just the 'above average importance' individual competences within each of these three categories, scores indicate that the three categories: *courage*, *wisdom and knowledge*, and *justice*, are likely to be important trait characteristics in effective marketing managers. This is illustrated in Table 5-5 where Table 4-11 is repeated, but with categories and areas of low influence crossed out.

COURAGE		JUSTICE		WISDOM & KNOWLEDGE		TRANSCENDENCE		TEMPERANCE		HUMANITY	
<i>Traits related to the exercise of will to accomplish goals in the face of opposition, external or internal</i>	Z Value	<i>Traits related to the optimal interaction between the individual and the community</i>	Z Value	<i>Traits related to the acquisition and use of information</i>	Z Value	<i>Traits that allow individuals to forge connections to the larger universe and provide meaning to their lives</i>	Z Value	<i>Traits that protect us from excess</i>	Z Value	<i>Traits manifest in caring relationships with others</i>	Z Value
f. Energetic, enthusiastic, active or passionate	4.4	g. Fairness	2.0	a. Adaptable, flexible and willing to change	5.0	j. Positive, optimistic or trusting	0.3	r. Self controlled	0.3	r. Emotionally intelligent, self aware	0.3
i. Highly motivated, driven or ambitious	3.3			h. Inquisitive or curious	1.5			d. Conscientious, hardworking or thorough	-0.3	s. Respectful, empathetic or showing humility	-0.5
g. Having integrity, honesty	2.0			m. Realistic, pragmatic or practical	-2.0					k. Patient or tolerant	-3.7
l. Persistent, determined or having perseverance	1.0			c. Creative or artistic	-4.0					q. Sociable, outgoing or gregarious	-4.1
e. Courageous, bold, tenacious or brave	0.3										
n. Reliable, dependable or trustworthy	-0.8										
p. Self confident or belief in self	-0.9										
o. Thick skinned or resilient to criticism	-4.1										
<b>Total z values</b>	<b>5.1</b>	<b>Total z values</b>	<b>2.0</b>	<b>Total z values</b>	<b>0.5</b>	<b>Total z values</b>	<b>0.3</b>	<b>Total z values</b>	<b>0.0</b>	<b>Total z values</b>	<b>-7.9</b>

Table 5-5 Traits with low influence areas eliminated

### ***The particular importance of courage traits***

Examining Table 5-5, of particular interest, is that the overall score or z score for *courage* is remarkable in its magnitude relative to other categories. Furthermore, *courage*, itself, is reflective of five individual traits characteristics, most of which are well above average in importance.

The extraordinary perceived importance of courage was also apparent in Delphi Round Three where the constant sum mean for *courage* was 28.5, well above its closest rival, *wisdom and knowledge* at 20.5. A further reason for a more focused interest in courage comes from the second area of questioning in Delphi round three regarding the influence of the traits on behavioural competences. Table 4-16 of Chapter Four, showed that the total influence of *courage* and *wisdom & knowledge* are close at 19.9 and 20.4 respectively. However, if, as proposed, *having a balanced friendly approach to work*, is omitted as being of relatively low importance as a behavioural competence, then, *courage* has the greatest overall influence on the remaining behavioural competences.

Based on the radically different level of importance granted to courage traits in the Delphi study, a deeper investigation into the literature on the subject, was undertaken.

### ***Courage in literature***

Taking a virtues perspective of traits, areas such as wisdom and knowledge, justice and temperance are differentiated from courage in being described as inclinational virtues; that is, desirable to practice for their own sake (Pears, 2004). Courage, however, is regarded as an executive virtue, meaning that it is always practiced in the service of further goals. (Pears, 1978, Klausner, 1961, Rorty, 1986, Von Wright, 1963) . Winston Churchill reputedly commented “courage is rightly esteemed the first of human qualities because it is the quality which guarantees all others” (Longstaffe, 2005, p.82).

This position of courage, amongst other virtues, reflects its position as far back as classical literature. Cicero defined it as “a deliberate encountering of danger and enduring of labour” (85 BCE, p.86). In addressing degrees of fear, Aristotle describes the courageous man as “undaunted...; he will fear what is natural for man to fear, but he will face it in the right way as principal directs” (c.350 BCE, p.68). In his consideration of Mencius and Aquinas, Yearley maintains that “courage...consists of having character that lets neither fear nor confidence unduly change behavior” (1990, p.113). A more recent definition by Peterson and Seligman reflect the same issues defining courage as “the exercise of will to accomplish goals in the face of opposition” (2004, p.29). Their research, however, led them to more explicitly identify elements of courage beyond *bravery*, which they defined as “the

ability to do what needs to be done despite fear” (ibid, p.199). They highlighted the moral courage dimension of *integrity* and the psychological courage dimension of *perseverance*. A fourth dimension of *vitality* or *zest* was added following their extensive research study. The Delphi study undertaken as part of this research, identified a fifth area that reflect elements of vitality and zest; that is, *motivation*.

Courage has also been regarded as a characteristic worthy of research in the business and management field, and falling under a wide range of related headings: executive courage (Yasin et al., 1992, Spreitzer et al., 1997, Srivastva and Cooperrider, 1998); courage in organisations and organisational courage (Comer and Vega, 2011, Kilmann et al., 2010); courage in the workplace (Sekerka and Bagozzi, 2007, Sekerka et al., 2009); entrepreneurial courage (Naughton and Cornwall, 2006, Pech, 2009); and managerial courage (Harris, 1999a, Harris, 2001a, Harris, 1999b, Harris, 2001b, Hornstein, 1986, Kiechel, 1987, Teal, 1996). Courage was used by Spreitzer and colleagues as one of several measure to determine the potential of executives (Spreitzer et al., 1997). Research undertaken with US and Arab executives also found that courage was a significant factor in strengthening the character of executives (Yasin et al., 1992). Moral courage in the workplace has been found to be an important managerial competence (Sekerka et al., 2009) and has been recognized as particularly important in situations where the manager may need to ‘go against the grain’. An example of this is Jeffrey Wigand who, in the US, exposed the tobacco industry’s awareness of the addictive and health effects of smoking and in doing so displayed significant moral courage in the face of a significant of opposition and threatening behaviour (Kassing, 2011).

In decision making, generally, courage has been posited as playing an important role. Rorty’s decision making model considers five stages: values, commitment, interpretation, intention and action (1988). At each of these stages, the individual evaluates the situation based on beliefs and culminates in an intention to act and the act itself. At each of these junctures between the stages, however, the possibility of *akrasia* can occur where a person may fail to commit themselves to follow what they judge best (ibid). This may lead to the individual acting against his or her better judgement. Harris (1999a) uses this theoretical model as a basis for demonstrating courage in the managerial decision process. He maintains that fear may be experienced at these stages of possible *akrasia* and that this potentially leads to the summoning of courage to facilitate the decision making process.

In summary, while the appreciation of courage can be traced back to the axial age (800 to 200 BCE), more recent empirical research has demonstrated its importance in business and management.

### ***The trait of greatest importance - courage***

The Delphi study, undertaken as part of this research, reflects the literature in showing courage to be by far the most important group of traits valued in marketing managers. It is for this reason that courage traits, alone, will be examined as potential determinants of competences in marketing managers.

Literature also supports the results of the Delphi study in identifying courage traits as being important in business. The Delphi study, however, goes further in identifying its particular importance in the field of marketing management. Based on the Delphi study and the radically different levels of importance granted to courage traits compared with wisdom and knowledge and justice, the area of traits to be used for further quantitative research into the determinants of competences and capabilities, will concentrate on courage traits. The particular courage traits of above average importance in the Delphi study and, therefore, regarded as being of greatest influence, are detailed in Table 5-6.

<b>COURAGE TRAITS</b>
<b>f. Energetic, enthusiastic, active or passionate</b>
<b>i. Highly motivated, driven or ambitious</b>
<b>g. Having integrity, honesty</b>
<b>l. Persistent, determined or having perseverance</b>
<b>e. Courageous, bold, tenacious or brave</b>

*Table 5-6: The most Influential traits, courage traits*

## **5.2 Delphi Results as a Basis for Research Survey**

The table below shows the six research questions that this research dissertation is tackling. Answers to research questions 1 to 3 have now been established using the Delphi panel of 'expert' respondents and the discussion section has identified the technical competences, behavioural



competences and traits likely to be of the greatest influence. In addition to identifying characteristics, the results of the Delphi have also given an indication of the possible influence relationships between technical competences, behavioural competences and traits as posed in research questions 5 and 6. However, these relationships are able to be more effectively evaluated using quantitative methods. A research survey, therefore, aims to address research questions 4, 5 and 6 by examining the relationships between the three variables of technical competences, behavioural competences and traits, and their influence on marketing department capabilities. It will also give external validity to the Delphi findings themselves.

	<b>Research Questions</b>	<b>Research Study</b>
RQ1	<i>What are the technical competences prevalent in the most effective marketing managers?</i>	Delphi Study
RQ2	<i>What are the behavioural competences prevalent in the most effective marketing managers?</i>	
RQ3	<i>What are the traits prevalent in the most effective marketing managers?</i>	
RQ4	<i>To what extent do technical competences, behavioural competences and traits influence marketing department capabilities?</i>	Research Survey
RQ5	<i>What is the nature of the relationship between technical and behavioural competences?</i>	
RQ6	<i>To what extent do traits influence behavioural competences?</i>	

*Table 5-7: Research questions*

### 5.3 Marketing Department Capabilities

The literature review shows a number of empirical academic studies of marketing department level capabilities, any of which could be considered for use in this study as representing the construct of marketing department capabilities. However, one of the most recent and topical studies is that of Verhoef and Leeflang (2009) with their study examining the determinants of marketing department influence within the firm. The study identifies two significant determinants: accountability and innovativeness. The subsequent international study by Verhoef et al. (2011) found two further capabilities to be significant: customer connectedness and inter-departmental integration. In both

studies, creativity as a capability of the marketing department, was found to be non-significant. Figure 5-1 shows the authors' conceptual model featuring all five marketing department capabilities as hypothesized determinants.

The decision was made to use the Verhoef et al. studies as a basis for marketing department capabilities because capabilities have been shown to lead to greater levels of marketing department influence, and also positively effect business performance through the mediator of marketing orientation. The research will use all five original measures proposed by Verhoef and Leeflang to represent the higher order construct of *marketing department capabilities* and interpret results accordingly.



*Figure 5-1: Verhoef and Leeflang (2009) conceptual model showing marketing department capabilities as determinants of marketing's influence in the firm, market orientation and business performance.*

## 5.4 Hypotheses

The second objective of this research is: *to determine the nature and extent of the influence relationships between marketing manager competences and traits, and marketing department capabilities*. The research survey will address the three remaining research questions, RQ4, RQ5 and RQ6. These questions are:

*RQ4 - To what extent do technical competences, behavioural competences and traits influence marketing department capabilities?*

*RQ5 - What is the nature of the relationship between technical and behavioural competences?*

*RQ6 - To what extent do traits influence behavioural competences?*

These questions identify, and the survey will set out to examine, important and corresponding gaps in the literature, as detailed in Chapters Two and Three. In order to focus the planned quantitative survey and the collection of appropriate data for the constructs of interest, hypotheses have been generated which can be tested and the results evaluated for statistical significance. This section will go through the research questions and their related hypotheses (Table 5-8), making it clear the theoretical basis on which each hypothesis is founded.

#### **5.4.1 The Relationship between Technical Competences, Behavioural Competences, Courage Traits and Marketing Department Capabilities**

Research question RQ4 asks, “To what extent do technical competences, behavioural competences and traits influence marketing department capabilities?” These three areas of characteristics will be dealt with individually.

##### ***Technical competences’ influence on marketing department capabilities***

Technical competences are defined in the literature as representing work related skills and abilities (Nordhaug and Gronhaug, 1994, Le Deist and Winterton, 2005, Bartram, 2012). Sparrow describes them as ‘general vocational competences’ (Sparrow, 1997). It is self-evident, therefore, that marketing department capabilities must partially comprise marketing knowledge and skills. As such it can be posited that marketing knowledge and skills influence marketing department capabilities. The following hypothesis is proposed:

*H1 - Technical competences positively influence marketing department capabilities*

##### ***Behavioural competences’ influence on marketing department capabilities***

Unlike technical competences, behavioural competences have been described as non-job specific behaviours (Conway, 1999). Borman maintains that they are not based on “proficiency, but volition and predisposition” (1983, p.74). They have also been described as “behaviours underpinning successful performance” (Kurz and Bartram, 2002, p.235), suggesting that behavioural competences

could affect the capabilities of any department within which the individual works. From a theoretical position, literature, therefore, suggests that there is a direct influence on marketing department capabilities. However, this has not been empirically tested. The following hypothesis is proposed:

*H2 - Behavioural competences positively influence marketing department capabilities*

### ***Courage traits' influence on marketing department capabilities***

The literature detailed above suggests that marketing department capabilities are influenced by behaviours (H2). Section 5.4.3 below will cite literature supporting the notion that behavioural competences are influenced by traits (as will be expressed in Hypothesis 4). Literature does not support the notion that traits directly influence department capabilities, and, as such, no direct effect would be expected. This direct relationship is not, therefore, presented as a hypothesis.

However, if H2 and H4 are both found to be true, then behavioural competences would be demonstrated as acting as a mediator between courage traits and marketing department capabilities. If so, mediation tests will be undertaken in *post hoc* testing to ascertain whether this is full or partial in nature; the latter meaning that courage traits would also have a direct effect on marketing department capabilities.

## **5.4.2 The Relationship between Technical Competences and Behavioural Competences**

Research question RQ5 asks, "What is the nature of the relationship between technical and behavioural competences?"

Kurz and Bartram propose that, "competencies [*behavioural competences*] relate to the behaviours underpinning successful performance" (2002, p.235). This implies that behavioural competences interact with technical competences in creating the capabilities that lead to successful performance. This is supported by Bartram's proposition that behavioural competences, "determine whether or not people will acquire new knowledge and skills and how they will use that knowledge and skills...to enhance performance in the workplace" (2012, p.5).

Results of the Delphi study, detailed in Chapter Four, also demonstrate that respondents believe technical competences to be influenced by behavioural competences, although the research does not reveal the perceived nature of that relationship.

The following hypothesis is, therefore, proposed:

*H3 - Behavioural competences positively moderate the relationship between technical competences and marketing department capabilities*

### 5.4.3 The Relationship between Courage Traits and Behavioural Competences

Research question RQ6 asks, “To what extent do traits influence behavioural competences?”

One of the foundational principles of trait theory is that traits underlie behaviour. Eysenck comments that “character denotes a person’s...system of conative behaviour” (1965, p.2), and that “[traits] are...discovered...through observable acts of behaviour” (ibid p.9). Ajzen, whilst arguing that attitudes affect behaviour, also makes it clear that traits do the same; he maintains that personality psychology generally reasons that “ personality traits should affect behaviour across a variety of different situations” (1987, p.2). In the context of personnel selection, Borman and Motowildo (1993, p.74) state that the major source of variations in behavioural competence, which they term contextual performance, “is not proficiency but volition and predisposition”.

The Delphi study also showed that respondents perceived courage traits as positively influencing behavioural competences in all categories. The following, hypothesis is, therefore, proposed:

*H4 - Courage traits positively influence behavioural competences*

	Research Questions	Corresponding Hypotheses
<b>RQ4</b>	To what extent do technical competences, behavioural competences and Traits influence marketing department capabilities	<p><b>H1</b> - Technical competences positively influence Department Capabilities</p> <p><b>H2</b> - Behavioural competences positively influence Department Capabilities</p> <p><i>Note: No hypothesis set for relationship between courage traits and marketing department capabilities</i></p>
<b>RQ5</b>	What is the nature of the relationship between Technical and behavioural competences	<b>H3</b> - Behavioural competences positively moderate the relationship between technical competences and marketing department capabilities
<b>RQ6</b>	To what extent do Traits influence behavioural competences	<b>H4</b> - Courage traits positively influence Behavioural competences

Table 5-8: Research questions and corresponding hypotheses

## 5.5 Conceptual Model

The hypothesized relationships between the various constructs are shown in the following conceptual model.

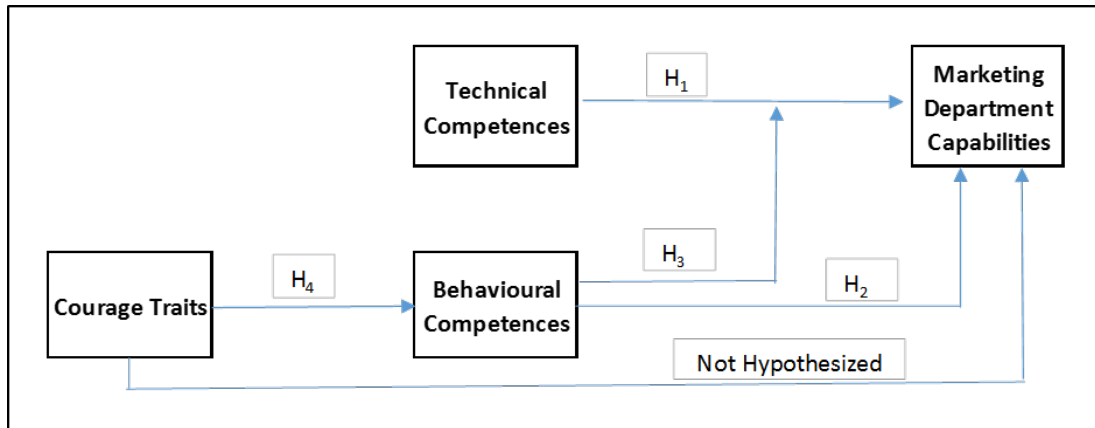


Figure 5-2: Conceptual model and hypotheses

### Conclusion

The aim of this research thesis is to *determine marketing manager characteristics that positively influence the capabilities of the marketing department*. This section demonstrates that its first objective; *to identify the key competences and traits of the most effective marketing managers*; has been fulfilled by the Delphi study.

This section has been important in confirming how data from the Delphi study has been analysed and interpreted and the most important and potentially influential characteristics identified for use in the research survey. Following the scientific principle of parsimony, the technical and behavioural competence constructs have been simplified in order to use only the most relevant competence categories and only those individual competences with above average influence. In the case of traits, the strongest category was identified as being courage and the decision made to use courage traits as the only group of traits in the research survey, as illustrated by the conceptual model in Figure 5-2. This decision and the importance of courage as a potential determinant of competences and capabilities, is further supported by a brief review of literature which positions courage as a trait that has been long and widely regarded as having significant influence on behaviour.

The section has also addressed the second objective of the research: *to determine the nature and extent of the influence relationships between marketing manager competences and traits, and marketing department capabilities*. On this basis and using the conceptual model as a focus, the

research survey will now set out to answer the three remaining research questions and test the four hypotheses that have been created.

## 6 CHAPTER SIX – RESEARCH SURVEY

### *Introduction*

The Delphi study has identified technical competences, behavioural competences and traits regarded by senior marketing practitioners and academics as being the most important in determining marketing manager effectiveness. This addresses the first three research questions of this thesis. However, while these characteristics are ostensibly of benefit to senior marketing executives in recruiting and developing staff, and can be linked to organisational performance through *resource based view* (RBV) theory, there is no empirical evidence to link them to marketing department capabilities; and marketing department capabilities are, according to strategic marketing theory, determinants of organisational performance.

This research survey, therefore, sets out to examine the influence of competences and traits, on marketing department capabilities, as well as examining the influence relationships between technical competences, behavioural competences and courage traits. The focus of the study is presented in three research questions:

- To what extent do technical competences, behavioural competences and traits influence marketing department capabilities? (RQ4)*
- What is the nature of the relationship between technical and behavioural competences? (RQ5)*
- To what extent do traits influence behavioural competences? (RQ6)*

These questions will be answered by undertaking a research survey of 328 UK based marketing managers spanning the private and public sectors and covering manufactured goods and services. The technical and behavioural competences to be used, have been found by the Delphi study to be the most important competences in each area. These comprise three technical and three behavioural competences. Regarding traits, the Delphi study demonstrates that, of the six trait areas identified, courage traits are by far the most influential. This study will examine the influence of courage traits only. Finally, the particular marketing department capabilities that will be used in the survey are taken from Verhoef and Leeflang (2009). This group of capabilities is selected for two reasons: firstly, it represents each of the three types covered in the literature, ie. specialised marketing, architectural marketing and facilitating capabilities; secondly these capabilities were used in the two pieces of research which linked marketing department capabilities to marketing department influence and, in turn market orientation and business performance.



This chapter comprises 5 key sections, the first of which is the research plan which gives details of: the research population and its source; the objectives and research questions to be addressed; how the competence, traits and capabilities constructs are operationalized; and details of the research questionnaire development.

This is followed in the second section by a description of how data has been prepared and its characteristics assessed. It includes details of sampling method, the coding of data, how sampling error is assessed and the response rate of the research survey. The section also deals with respondent suitability and other aspects, which potentially affect survey reliability, including tests for normality, outliers, non-response error and social desirability bias.

The third section deals with the development of the measurement model. This begins by explaining that, due to the size of the model and the large number of variables and scales items involved, courage traits, technical and behavioural competences and marketing department capabilities are dealt with in three separate measurement models. The section then examines model fit and construct validity measures, removing unnecessary scale items to improve the potential reliability of the model.

The fourth section, of this research survey chapter, deals with the testing of hypotheses. These are conducted using composite variables in a second order construct model. This is followed by a fifth section undertaking *post hoc* tests to examine hypothesis results more deeply by repeating the structure of the model with first order constructs; that is, at a more detailed level. It also focuses on the core issue in the research: the traits and competences which most influence the five individual marketing department capabilities.

The chapter concludes with a brief summary of the results leading into the next chapter of this thesis: a discussion of survey results.

## 6.1 The Cross-sectional Survey Research Plan

### 6.1.1 Unit of Analysis – Marketing Manager and Marketing Department.

This quantitative research study is examining influences and interactions between the traits and competences of marketing managers and the influence of both on the capabilities of the marketing department. Analysis therefore, takes place at the individual level.

The definition of marketing managers remains the same as that used in the Delphi Research, ie. individuals who have *any managerial position in marketing that has marketing mix responsibility*. Furthermore no distinction is made between those working within a marketing department and those contributing to an organisation spanning marketing function. The term *marketing department* is, therefore, regarded as the department or function that is responsible for marketing in the organisation.

Regarding the background of the marketing manager, all are UK based but no differentiation is made between marketing managers working in manufacturing or service sectors, or between business to consumer and business to business marketers.

### 6.1.2 Sample Population and Targeted Respondents

As the research is measuring personal characteristics, the simplest way to acquire this information is from marketing managers themselves, using self-administered questionnaires. Following a convenience sample method, names of marketing managers were obtained from four sources:

- The researcher's senior UK contacts, who were asked to provide names of marketing managers from their organisations. A total of 95 organisations were approached.
- The University owned, 'MINT' database, supplied by Bureau Van Dijk and from which a list of 1423 UK marketing managers' details were extracted.
- A database purchased from the listing agency *DATA HQ* totalling 6689 names and details of marketing managers across the UK. Details are shown in Appendix D.4.1.
- Referrals from those contacted but unable to take part in the research. These totalled 27.

The number of marketing managers' details available and mailed during the research totalled 8234. The UK Office for National Statistics indicate that the number of managers and directors employed

by organisations in the field of marketing, sales, advertising and PR numbered 209,000 at June 2016 (Office for National Statistics, 2016). Given that these statistics cover a far broader field which include directors and the sales discipline, the sample frame available for this research represents a good sample proportion of UK marketing managers at 4% of the total population.

### 6.1.3 Research Survey Objectives and Research Questions

The objective of this quantitative research project is *to measure the nature and extent of the influence relationships between competences, traits and capabilities*. As chapter two suggests, strategic management theory indicates that individual capabilities are likely determinants of departmental capabilities (Grant, 1996). However, strategic marketing theory, shows a dearth of empirical research in this area and, hence, an important research gap. This research will examine the extent to which courage traits, technical competences and behavioural competences, influence marketing department capabilities. This is expressed in RQ4: *to what extent do technical competences, behavioural competences and traits influence marketing department capabilities*.

Equally important is the need to understand how Technical and behavioural competences work alongside one another to influence capabilities, and the level of influence that courage traits have on behavioural competences. There are significant gaps in knowledge in this area also, meaning that the addressing of which specific areas to tackle and their effects, remains unclear. These areas are expressed in the two remaining research questions: RQ5, which questions *what is the nature of the relationship between technical and behavioural competences?* ; and RQ6, which questions *to what extent do traits influence behavioural competences?*

#### ***Operationalization of constructs and source of measurement scales***

##### ***Technical competences***

As detailed in Chapter Five, three constructs will be used to measure technical competences; those that were found to be the most important technical Competence *categories* in the Delphi study:

- Formulating marketing strategy
- Implementing marketing strategy
- Accessing and interpreting market information

Each of these constructs represents a number of individual competences; these are the most important individual competences based on 'importance scores' measured in the Delphi study. As detailed below, these are used as measures of each construct. These individual competences can be

seen in the Delphi results table in Chapter Four, Table 4-7 as having above average importance scores (z values). The scales items used to measure technical competences are, therefore, as follows:

*Formulating marketing strategy* will be measured by the individual competences:

1. Developing marketing strategy
2. Understanding the needs of the business and its processes
3. Setting prices and strategically positioning products.

*Implementing marketing strategy* will be measured by the individual competences:

1. Implementing strategic plans and managing marketing projects
2. Developing and introducing new products/brands and maintaining existing product brands
3. Measuring the effectiveness of marketing programmes

*Accessing and interpreting market information* will be measured by the individual competences

1. Keeping up to date with industry and competitor activity
2. Understanding, implementing and interpreting market research

### ***Behavioural competences***

Three constructs will be used to measure behavioural competences. These will comprise the most important Behavioural Competence categories evident from the Delphi study:

- Proactively pushing boundaries
- Dealing with people well
- Being business minded

As with technical competences, each of these constructs represents a number of individual competences; the most important individual competences based on the 'importance scores' measured in the Delphi study. These are used as measures of each construct, as detailed below. These can be seen in the Delphi results table in Chapter Four, Table 4-9 as having above average importance scores (z values). The scales items used to measure behavioural competences are, therefore, as follows:

*Proactively pushing boundaries* will be measured using the individual competences:

1. Innovative thinking in new products and value propositions
2. Leading, making decisions and initiating action

3. Taking responsibility and being accountable for decisions made and outcomes
4. Being prepared to take calculated risks and being entrepreneurial

*Dealing with people well* will be measured using the individual competences:

1. Engaging and being committed to customers
2. Persuading and influencing others
3. Collaborating and cooperating across departments

*Being business minded* will be measured using the individual competences:

1. Strategic and forward thinking, vision and looking at the big picture
2. Focusing on results and oriented to the end goal

It is apparent that the 3 technical and 3 behavioural competences constructs that are to be measured, are formative in nature. These are in line with the criteria for identifying formative constructs established by Jarvis et al. (Jarvis et al., 2003) and detailed in Appendix D.4.7.

### ***Courage traits***

Five constructs will be measured to reflect the most important group of traits, courage traits. These are the most important individual courage traits based on the 'importance scores' measured in the Delphi study. These are used as reflective measures of each construct, as detailed below, and can be seen in the Delphi results table in Chapter Four, Table 4-11 as having above average importance scores (z values). It should also be recognized that four out of these five constructs are the same as the constructs presented by Peterson and Seligman (2004) representing courage: the four character strengths of *bravery*, *integrity*, *perseverance* and *zest*. The scales items used to measure courage traits are, therefore, as follows:

- Bravery
- Motivation
- Integrity
- Perseverance
- Zest

Each of these five areas of courage traits, are measured using existing scales. The four traits of *bravery*, *integrity*, *perseverance* and *zest* were developed by Peterson and Seligman (2004) and are

published on the International Personality Item Pool website (IPIP, 2011). *Motivation* was measured using Ray's 'Quick Measure of Achievement Motivation' (Ray, 1979).

### ***Marketing department capabilities***

Five constructs will be measured representing marketing department capabilities and based on existing literature. This grouping of five marketing department capabilities is used in Verhoef and Leeflang's analysis of Marketing Department influence within the firm (Verhoef and Leeflang, 2009).

- Accountability
- Customer Connectedness
- Innovativeness
- Creativity
- Inter-departmental Integration

The original sources of these measurement scales vary. The measurement scales of *accountability of the marketing department* and *customer connectedness* originate with Moorman and Rust (1999); the scale for *creativity of the marketing department* was developed by Andrews and Smith (1996b); and the measurement scales for *integration/coordination with other departments* originated with Maltz and Kohli (1996). Measurement of *innovativeness of the marketing department* was dealt with by Verhoef and Leeflang (2009) using a constant sum task across the functions of R&D, marketing, sales and 'other'.

Details of measurement scales are shown in Appendix D.1

### **6.1.4 Pilot Testing and Respondent Consent**

Versions of a draft on-line questionnaire were tested during August and September 2015 with five academic colleagues at Aston University. Comments were received and modifications recorded and implemented.

Regarding respondent consent, on the opening page of the questionnaire, and in invitation emails, respondents were assured that all data collected would be anonymised and remain confidential. They were further advised, before entering the main pages of the questionnaire, that clicking to enter the questionnaire, would signify their understanding of the purpose of the questionnaire and their consent to proceed. They were also advised that at any point they were free to withdraw.

### **6.1.5 Final Questionnaire**

The final questionnaire, as shown in Appendix D.3 was made active on 1<sup>st</sup> February 2016 and the first invitations emailed on 4<sup>th</sup> February as shown in Appendix D.2. Invitations to the body of targeted marketing managers were progressively distributed over a period of approximately three months. The first response was received on 22<sup>nd</sup> February 2016 and the invitation letter was modified a number of times over the period in an effort to clarify the message and improve response rate.

At the beginning of May, the first reminder emails were circulated, followed by a third mailing in mid-May, a fourth mailing in mid-June and the final mailing in late June. The last response was received on 23<sup>rd</sup> June 2016.

## **6.2 Preparing, Describing and Assessing Characteristics of Data**

Data collected required examination for mistakes, omissions, and unsuitable respondents, as well as coding to enable statistical analysis. The possibility of response bias also needed consideration as did desirability bias in the response to the personal nature of the questions being posed.

### **6.2.1 Sample Frame**

The research has been undertaken using a convenience sample of marketing managers. The sample frame from which the sample has been drawn is that of marketing, brand and product managers or other positions that carry marketing mix decision making responsibility. This also includes other roles and job titles where similar responsibility is held, such as marketing executive or sales and marketing manager. Throughout the research, these are referred to, generically, as marketing managers. The decision was made to recruit marketing managers from UK manufacturing and service companies in both the private and public sector and across B2B and B2C on the basis that the role of marketing is largely the same. Regarding job responsibilities, respondent suitability was assessed in the questionnaire.

### **6.2.2 Data Correction and Missing Responses**

All except one question posed in the questionnaire required a response on a semantic scale. On these scales, 1 represented either 'strongly disagree' or 'awful' and 7 represented 'strongly agree' or 'excellent'. As the Bristol On-line Surveys (BOS) software, used to host the questionnaire, did not

allow answers to be omitted, these semantic scales suffered no omissions. With approximately 5% of responses, some data correction was required on the single 'constant sum' question, where the respondent was asked to split 100 points between four functional areas of the organisation. Various alternative ways of expressing this were used by respondents, including the use of percentages and decimal factors of 1. Also, some responses totalled less or more than 100. In all cases, the proportions of 100 were calculated.

From 328 useable respondents, 24 failed to provide any answer to question 19. These questions were substituted in SPSS using the 'expectation maximization' algorithm method recommended by Schafer and Olsen (1998).

### **6.2.3 Sampling Error – Gender and Organization Size**

Gender information was available from the data sources. All respondents were given the nominal codes of '0' for male or '1' for female. The size of the respondents' employer was also recorded on the databases. This is treated as a continuous variable in the analysis but has also been categorised for analysis.

In examining sampling error, the characteristics of respondents and non-respondents were compared, to determine whether there was any significant difference; a difference which may occur for reasons other than chance. For this purpose Pearson Chi-squared tests were undertaken to test the effects of gender, company size (represented by number of employees) and job position. To demonstrate the lack of any significant difference between respondents and the population, a p value in excess of 0.05 is required.

The gender analysis undertaken and shown in Appendix D.4.2 gives a Chi-squared test result of 0.76 with a p value of 0.383. This indicates that the null hypothesis, 'there is no significant difference between the two groups', is proven, ie. there is no significant difference in the nature of the male/female split between the respondents and non-respondents.

The organisation size analysis, shown in the same appendix and gauged using different categories of numbers employed, gave a Chi-squared test result of 8.265 with a p value of 0.603. This indicates that the null hypothesis, 'there is no significant difference between the two groups', is not proven. Again, this means that there is no significant difference in the proportion of employees across different company sizes between the respondents and non-respondents.



#### 6.2.4 Respondent Suitability and Response Rate

Four questions were asked at the beginning of the questionnaire (Appendix D.3), to enable the vetting of unsuitable respondents and ensure that participants were involved in an appropriate range of marketing activities. Respondents were asked to signify their level of agreement with four statements, on a 7 point semantic scales from *strongly disagree* through to *strongly agree*. All respondents agreeing with the statements; ie. with *mildly agree* (5), *moderately agree* (6), or *strongly agree* (7); were regarded as suitable candidates.

A total of 28 respondents scored below 5 and were, therefore, removed from the survey. This left a total of 328 valid responses. Of these 328 respondents, listed in Appendix D.4.3, 23 responses returned mean scores of between 4.25 and 5.99 (on a scale of 1-7). These responses were dummy coded to enable comparison with those scoring 6 and above.

The sample frame is derived from 4 sources and totalled 8234 names, positions and email addresses of marketing managers. However, a number of database removal requests were made and several failed email deliveries experienced. The nett database of useable respondents was 7202.

The email survey campaign, spread between September 2015 and June 2016, yielded a total of 356 responses of which 28 were deemed unsuitable. The remaining 328 respondents represent a nett response rate of 4.6%.

#### 6.2.5 Test for Normality – Skewness and Kurtosis

Tests for skewness and kurtosis were undertaken. Skewness describes the extent to which data is weighted to the left or the right of the normal distribution curve, indicating an asymmetry of statistical distribution. Kurtosis, describes how flat or peaked the distribution curve is, indicating the extent to which the distribution is concentrated towards the mean or less concentrated around the mean and extending into more high and low values.

The tables and graphs shown in Appendix D.4.4 show both skewness and kurtosis in scores for courage traits (COU), technical competences (TC), behavioural competences (BC), and marketing department capabilities (MDC). Both skewness and kurtosis is evident in courage Trait scores. Given that the scores have not been centred, it is conceivable that there may be a positive skew and kurtosis for desirable personality characteristics such as *integrity* (INT) and *perseverance* (PER). Furthermore the heavy right tail and light left tail and high peak suggest that few individuals admit

to low levels of such positive traits or virtues and many would regard themselves as possessing these characteristics. This is not, therefore, deemed as a cause for concern.

With competences, only *dealing with people well* (DPW) saw a higher level of kurtosis. In a similar way to traits, as *dealing with people well* may be a common characteristic of marketing managers this may not be surprising. The same reason may be behind slightly abnormal skewness and kurtosis scores with the capability *customer connectedness* (CUS).

In conclusion, given that this research is dealing with desirable personal characteristics measured on an uncentred, Likert type scale, these results do not give any cause for concern.

#### **6.2.6 Dealing with Outliers – Cases Reduced from 328 to 286**

An examination of outlying cases using *Mahalanobis D<sup>2</sup>* measure, indicates 42 outliers below the recommended cut-off of 0.005 (Hair et al., 2010, p.66). As these are significantly different or abnormal compared to the rest of the data set, it is recommended that these outlier records be removed from the research. Although it is maintained that their removal would give more accurate regression weights and a better model fit, due to the high number of outlier records, a dummy variable has been created in the SPSS dataset which identifies these outlier records to enable comparative analyses to take place.

All models originally run with 328 cases, were, therefore, re-run and with the 42 outliers removed. This resulted in a sample of 286 cases.

#### **6.2.7 Non-response error – earlier versus late respondents**

The two different approaches to measuring non-response error, suggested by Armstrong and Overton (1977), are *comparison with known values of the population* and *extrapolation methods*. As we have no comparable data on the population for the variables measured to carry out the former test, the latter method was adopted and an examination undertaken of differences between different waves of response across the timescale of the study.

Respondents were sent up to 5 invitations to complete the questionnaire: the original invitation with as many as four reminders. Non-response error is a non-sampling error which can occur due to potential respondents choosing to respond or not, to a questionnaire request. It can result from refusal to cooperate, difficulty in contacting certain types of individual or an unwillingness or

inability to supply the required data (Bryman and Bell, 2003, p.93). Of interest, therefore, is the potential difference in questionnaire variable scores over these five phases and whether there are differences that might cause concern. A range of comparisons are made across these phases, between earlier and late responders, by grouping the five response phases into three phases, as recommended by Brace et al. (2012) The three groups comprise those that responded to the questionnaire without any reminder, those that responded after one reminder, and those that responded after two, three or four reminders. The responses are examined across the key variable grouping of traits, competences and capabilities. To analyse the data, a one-way between subjects ANOVA was conducted on trait, competences, and capability scores across three the levels of response.

Homogeneity of variance (homoscedasticity) or the extent to which variances are equal between the three conditions within sampling variation, is demonstrated by a significant *p value* ie. above 0.05. As the statistics detailed in Appendix D.4.5 show, of the 16 variables measured (6 competences, 5 courage traits and 5 capabilities), just two, *zest* (ZES) and *accountability* (ACC), were non-significant, indicating there is not homogeneity of variance or variance is not equal between the three conditions. However, the Welch and Brown-Forsythe tests, which take greater account of non-homogeneity, showed all variables to have non-significant values indicating no issues with homogeneity of variance. These allow the result of the ANOVA to be assessed.

Examining the ANOVA scores from Appendix D.4.5, if F values are <1, this means the effects between the manipulations (or time periods) are NOT significant ie. the independent variable (IV), the time period, has no effect on the result. Eight variables: *implementing marketing strategy* (IMS), *accessing and interpreting marketing information* (AMI), *motivation* (MOT), *integrity* (INT), *perseverance* (PER), *zest* (ZES), *innovativeness* (INN) and *interdepartmental integration* (IDI); have F values below 1, indicating that the effect of difference response phases is not significant, as variance within each timing phase is greater than variance between the phases.

If F values are >1 then, the greater the figure the greater effect the IV is likely to be having on the variables. However, the significance of the effect must be ascertained; specifically whether the effect of timescale on the variables is sufficiently greater than the variance within the variables themselves. This is determined by the *p value* which needs to be below 0.05 to be regarded as significant. The remaining eight variables: *formulating marketing strategy* (FMS), *proactively pushing boundaries* (PPB), *dealing with people well* (DPW), *being business minded* (BBM), *bravery* (BRV), *accountability* (ACC), *customer connectedness* (CUS), and *creativity* (CRE); all have *p value* in excess of 0.05, meaning that the effect is not significant.

In conclusion, there are no statistically significant differences in key variable scores reported between the three response phases examined.

#### 6.2.8 Social Desirability Bias

The courage traits, and the technical and behavioural competences examined in the research, reflect positive aspects of character and desirable aspects of knowledge, skills and behaviour in marketing managers. As such, using self-administered questionnaires runs the risk of social desirability bias. Such bias can be detected if correlations can be found between the social desirability score (DES) and other constructs of concern (King and Bruner, 2000); in this case, courage traits (COU), technical (TC) and behavioural competences (TC) and marketing department capabilities (MDC).

Social desirability has been measured in all respondents using an adaptation of the Crowne and Marlow scale (1960) that was redeveloped by Reynolds (1982). The correlations between social desirability and other constructs were measured. As detailed in Appendix D.4.6, results indicate low, positive correlations, throughout. For the 7 traits measured, these ranged between 0.210 to 0.451. Competences ranged between 0.143 and 0.457. Finally, for the 5 marketing department capabilities, scores ranged between 0.097 and 0.289. All results are significant with the exception of the marketing department capability, Innovativeness (with a correlation of 0.097).

In conclusion, the data collected shows no evidence of social desirability bias.

### 6.3 Measurement Model Development

#### ***Introduction***

Four groups of higher or second order constructs: courage traits, technical competences, behavioural competences, and marketing department capabilities; are detailed in section 6.1.3. For each of these groups, the first order constructs which they comprise, are also shown. For example, *formulating marketing strategy* (FMS), *implementing marketing strategy* (IMS), and *accessing and interpreting market information* (AMI) are the first order constructs which comprise the second order construct of technical competences. *Formulating marketing strategy* (FMS), is a first order construct which has three measurement indicators.

The full measurement model is shown in Figure 6-1.

### 6.3.1 Full Measurement Model

The full measurement model is comprises four groups of variables: courage traits, technical competences, behavioural competences and marketing department capabilities. courage traits comprise five latent constructs: *bravery*, *motivation*, *integrity*, *perseverance* and *zest*. Technical competences, comprise three constructs: *formulating marketing strategy*, *implementing marketing strategy* and *accessing and interpreting market information*. Behavioural competences also comprise three constructs: *proactively pushing boundaries*, *dealing with people well* and *being business minded*. Scales used to measure both areas of competences are derived from the conclusions of the Delphi studies and are formative in nature. Finally, marketing department capabilities comprise four latent constructs and one observed variable. Latent variables are *accountability*, *customer connectedness*, *creativity* and *interdepartmental integration*. The observed variable is *innovativeness*. All five variable are measured using existing scales and are collectively referred to as key marketing department capabilities by Verhoef and Leeflang (2009).

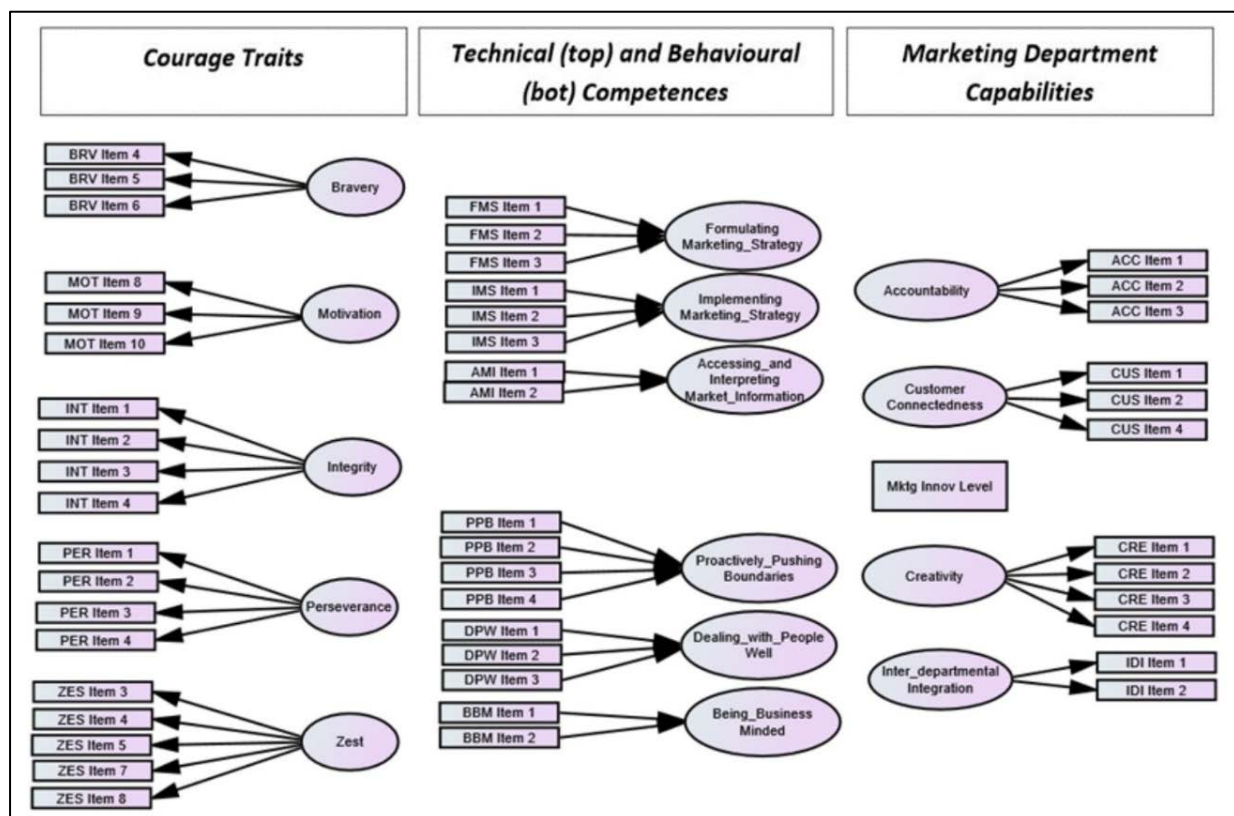


Figure 6-1: Full measurement model including courage traits, technical & behavioural competences, and marketing department capabilities

Regarding the development of the measurement model, due to the high number of variables formative involved, the four groups of constructs are be examined separately in terms or their

identification, estimation and testing, and remodelling based on improving model fit and construct validity.

In the case of courage traits and marketing department capabilities, the appraisal of the measurement models will follow the 'model generating scenario' approach as described by Byrne (2010). This means that a model, rejected on the basis of poor fit to sample data, would be modified and re-estimated with the objective of finding a model which is "substantively meaningful and statistically well fitting" (ibid, p.8). For brevity, the following sections will describe only the final measurement models accompanied by tables showing model fit indices, factor loadings and their significance, and construct validity data.

In the case of technical and behavioural competences, these fulfil the criteria for formative constructs as specified by Jarvis et al. (2003), as detailed in Appendix D.4.7. They are, therefore, assessed for construct validity using the criteria established by Diamantopoulos and Winklhofer (2001). This examines the constructs' content specification, the specification of indicators, the presence of indicator collinearity and the external validity of the constructs focusing on nomological aspects.

### **6.3.2 Courage Traits Measurement Model**

#### ***Model estimation and testing***

The initial measurement model for courage traits incorporating 5 existing measurement scales, comprises 50 items. The first model estimation, using AMOS structural equation modelling software, showed a high number of factor loadings falling below 0.7, and many of these below 0.5. Model fit was improved over a series of re-estimations, eventually removing a total of 31 items with low factor loadings, and resulting in the final model shown in Figure 6-2.

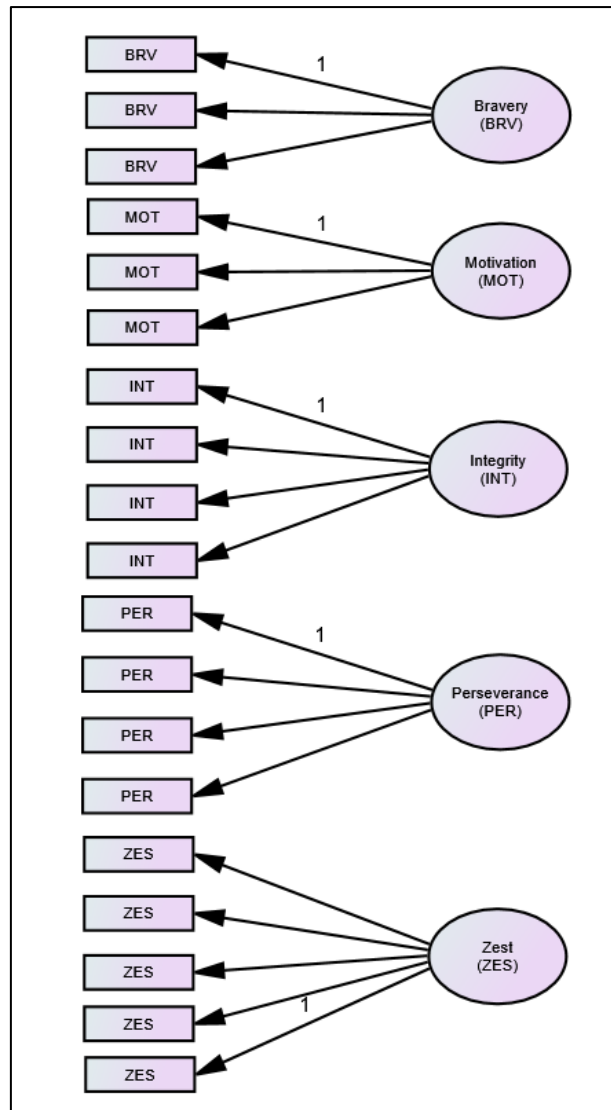


Figure 6-2: Courage traits: measurement model

<i>Fit Measures</i>	<b>CMIN/<math>\chi^2</math></b>	<b>df</b>	<b>CMIN/df</b>	<b>p value</b>	<b>RMSEA</b>	<b>CFI</b>
	306.996	142	2.16	0.000	0.060	0.943

<i>Regression Weights</i>		<b>Understandardized</b>				<b>Standardized</b>
		<b>Estimate</b>	<b>S.E.</b>	<b>C.R.</b>	<b>P</b>	<b>Estimate</b>
<b>Motivation</b>	MOT Item 10	1.132	0.091	12.442	***	0.91
	MOT Item 9	1.056	0.086	12.214	***	0.788
	MOT Item 8	1				0.67
<b>Perseverance</b>	PER Item 4	0.474	0.047	10.008	***	0.616
	PER Item 3	0.747	0.059	12.643	***	0.819
	PER Item 2	0.766	0.067	11.464	***	0.715
	PER Item 1	1				0.716
<b>Zest</b>	ZES Item 8	1				0.727
	ZES Item 7	1.121	0.083	13.531	***	0.763
	ZES Item 5	0.704	0.056	12.562	***	0.711
	ZES Item 4	1.199	0.074	16.128	***	0.916
	ZES Item 3	1.008	0.068	14.794	***	0.833
<b>Integrity</b>	INT Item 4	0.979	0.087	11.269	***	0.756
	INT Item 3	0.795	0.08	9.895	***	0.642
	INT Item 2	1.129	0.094	12.05	***	0.864
	INT Item 1	1				0.656
<b>Bravery</b>	BRV Item 6	1.364	0.117	11.646	***	0.856
	BRV Item 5	0.83	0.083	10.024	***	0.629
	BRV Item 4	1				0.712

<i>Correlations</i>	<b>CR</b>	<b>AVE</b>	<b>MSV</b>	<b>Integrity</b>	<b>Bravery</b>	<b>Motivatio</b>	<b>Persevera</b>	<b>Zest</b>
<b>Integrity</b>	0.822	0.540	0.262	<b>0.735</b>				
<b>Bravery</b>	0.780	0.545	0.238	0.449	<b>0.738</b>			
<b>Motivation</b>	0.836	0.633	0.173	0.296	0.416	<b>0.795</b>		
<b>Perseverance</b>	0.810	0.519	0.262	0.512	0.488	0.379	<b>0.720</b>	
<b>Zest</b>	0.894	0.630	0.238	0.370	0.436	0.324	0.488	<b>0.794</b>

Table 6-1: Courage traits - measurement model – model fit indices, regression weights and construct validity data

### **Courage trait measurement model conclusions**

Fit measures indicate good fit. Regression weights show all factors loadings to be above 0.616 and all are significant. Construct validity, shown alongside a factor correlation matrix, indicates that *composite reliability* (CR) and *convergent validity* (AVE) are good for all constructs. Discriminant validity is also good, as demonstrated by *maximum shared variance* (MSV) remaining below AVE score. Good discriminant validity for each construct is also demonstrated by the *Square Root of AVE*, shown in bold on the diagonal being greater than its correlation with other constructs (Fornell and Larcker, 1981a).



The courage traits measurement model, as shown above, is therefore seen as appropriate for use in the full structural model.

### 6.3.3 Competences Measurement Model

#### *Model estimation and testing*

The measurement model for competences comprises measures for the two different types of competence, technical and behavioural, in one model. Technical competences is a second order construct comprising 3 first order constructs: *formulating marketing strategy* (FMS); *implementing marketing strategy* (IMS); and *accessing and interpreting marketing information* (AMI).

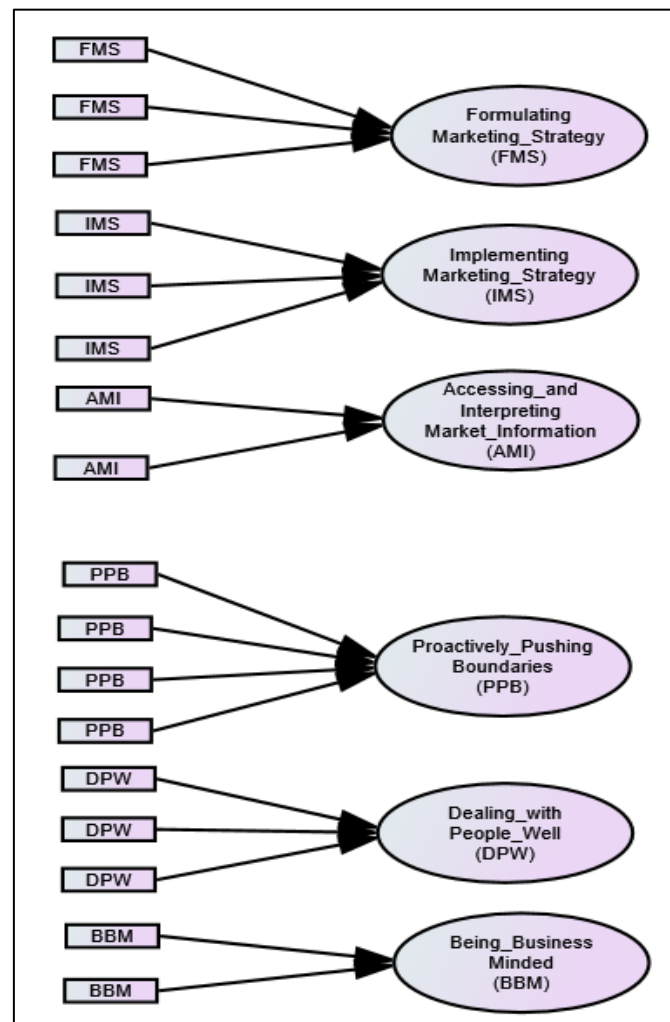


Figure 6-3: Competences: measurement model showing technical competences (top grouping) and behavioural competences (bottom grouping)

Behavioural competences is a second order construct comprising 3 first order constructs: *proactively pushing boundaries* (PPB); *dealing with people well* (DPW); and *being business minded* (BBM).

As competences constructs are formative in nature, test for convergent and discriminant validity used for reflective constructs, such as CR and AVE, are inappropriate. Construct validity tests specified for formative constructs by Diamantopoulos and Winklhofer, (2001) were, therefore, undertaken, and these are detailed below. Further details are provided in Appendix D.4.8.

### ***Construct validity of competence constructs***

In examining formative constructs, 4 tests of construct validity are proposed covering content specification, indicator specification, indicator collinearity and external validity.

#### ***Content specification***

The first test deals with the breadth of definition of the second order competence constructs and whether the constituent first order variables, acting as indicators, “capture the domain” (Diamantopoulos and Winklhofer, 2001).

The Delphi study has demonstrated that the most important technical competences in the marketing manager can be collectively described as the areas of *formulating marketing strategy* (FMS), *implementing marketing strategy* (IMS) and *accessing and interpreting marketing information* (AMI); and that the most important behavioural competences are be described as the areas of *proactively pushing boundaries* (PPB), *dealing with people well* (DPW) and *being business minded* (BBM).

This is regarded as meeting the criterion that the variables acting as indicators of the second order competence constructs, capture the domain.

#### ***Indicator specification***

The second test is to ascertain whether the indicators cover the entire scope of latent variable as describes in the content specification.

The first stage of the Delphi study resulted in numerous competences being identified. These were put into groups or classifications according to principles expounded by Bailey (1994) and these new groups were presented in round two of the Delphi study enabling the most important to be identified by the expert panel. These are shown in Tables 4-7, 4-9 and 4-11. Individual competences of below average importance were removed, as detailed in sections 5.1. So too were those not falling into the theoretical definition of competences (*cognitive ability, qualifications and*

*experience*). This left six competence groups most important to the effectiveness of the marketing manager: three areas of technical competences and three areas of behavioural competences. Each of these areas is described by and measured using the individual competences from which each is made up, as measurement indicators.

This is regarded as meeting the criterion that the indicators cover the entire scope of the constructs being measured.

#### *Indicator collinearity*

The third test assesses multicollinearity, as high this would render problems with indicators of validity. If perfect linear combinations exist, the indicator should be excluded.

Levels of multicollinearity are shown in Table 6-2 and are well within acceptable levels; all are below 5 where multicollinearity would be regarded as a possible problem (Hair Jr et al., 2016).

This meets the criterion that there should be no unacceptable levels of multicollinearity.

<b>Tests for Multicollinearity</b>		<b>VIF score</b>
<b>Formulating Marketing Strategy</b>	FMS Item 1	1.414
	FMS Item 2	1.462
	FMS Item 3	1.326
<b>Implementing Marketing Strategy</b>	IMS Item 1	1.770
	IMS Item 2	1.445
	IMS Item 3	1.533
<b>Accessing and Interpreting Market Information</b>	AMI Item 1	1.467
	AMI Item 2	1.467
<b>Proactively Pushing Boundaries</b>	PPB Item 1	1.367
	PPB Item 2	2.314
	PPB Item 3	2.176
	PPB Item 4	1.803
<b>Dealing with People Well</b>	DPW Item 1	1.389
	DPW Item 2	1.525
	DPW Item 3	1.369
<b>Being Business Minded</b>	BBM Item 1	1.748
	BBM Item 2	1.748

*Table 6-2: Competences – measures of multicollinearity*

#### *External validity*

The final test used by Diamantopoulis and Winklhofer (2001) involves modelling the formative construct as a determinant of another variable where a theoretical relationship is postulated and which has reflective measures. In addition to the measurement of traits, competences and

capabilities, the survey also measured perceived *self-efficacy* in the role of marketing manager; a reflective construct which was not subsequently used in the measurement model. The *self-efficacy* construct used (NEO:C1) is taken from the NEO personality inventory as published in the International Personality Item Pool website (IPIP, 2011).

Guidelines from Diamantopoulis and Winklhofer suggest that, to examine external validity of the formative construct, the theoretically related construct can be used to create a model to examine the relationship between the two. The use of *self-efficacy* is based on the theoretical postulation that marketing manager technical and behavioural competences would positively correlate with *self-efficacy* in the role of marketing manager. This should indicate positive and significant loadings of magnitude between competences constructs and the other selected variable.

This was examined by creating six individual models in the structural equation modelling software, Smart PLS, relating each of three technical competences (FMS, IMS, AMI) and the three behavioural competences (PPB, DPW, BBM) with *self-efficacy* (SEF). These six models shown, in Appendix D.4.8, demonstrate significant and positive loadings in each case, between the formative competence construct and the reflectively measured *self-efficacy*. Figures are summarized in Table 6-3. This fulfils the requirements of this part of the Diamantopoulis and Winklhofer test.

Competence	Loading	T statistic	R <sub>2</sub>
Formulating Marketing Strategy (FMS)	0.505	12.309	0.255
Implementing Marketing Strategy (IMS)	0.530	12.942	0.280
Assessing and Interpreting Market Information (AMI)	0.380	7.560	0.144
Proactively Pushing Boundaries (PPB)	0.557	13.670	0.311
Dealing with People Well (DPW)	0.473	11.582	0.223
Being Business Minded (BBM)	0.498	11.122	0.248
- Dependent Variable = Self Efficacy (SEF)			

Table 6-3: Factor loadings and significance t statistics for the 6 competences on self-efficacy

The authors suggest that the formative measurement index should, ideally, be tested on fresh data. In the present tests, however, this is not possible. It should also be noted that, of the 17 formative indicators across the 6 competence constructs, four indicators were found to be non-significant: of AMI's two indicators, index one showed a T value of 0.572; of PPB's four indicators, index four showed a T value of 0.656; of DPW's three indicators, index three showed a T score of 0.820; and of BBM's two indicators, index one showed a T score of 1.475. Despite their non-significance, the removal of these indicators was rejected as this would adversely affect the concepts being described; they would lose their conceptual completeness. This point is supported by

Diamantopoulis & Winklhofer who state that “the entire meaning of a theoretical concept is assigned to its measurement...(and)...omitting an indicator is omitting part of the construct” (Diamantopoulos and Winklhofer, 2001, 270-271).

## Conclusion

Results of the Diamantopoulos and Winklhofer tests (2001) led to the conclusion that the six formative constructs comprising technical and behavioural competences, have construct validity.

### 6.3.4 Marketing Department Capabilities Measurement Model

#### Model estimation and testing

The measurement model for marketing department capabilities comprises four latent variables and one measured variable. The four latent variables comprise *accountability* (ACC), *customer connectedness* (CUS), *creativity* (CRE) and *inter-departmental integration* (IDI), and the measure variable is *innovativeness* (INN). All describe the perceived capabilities of the marketing department.

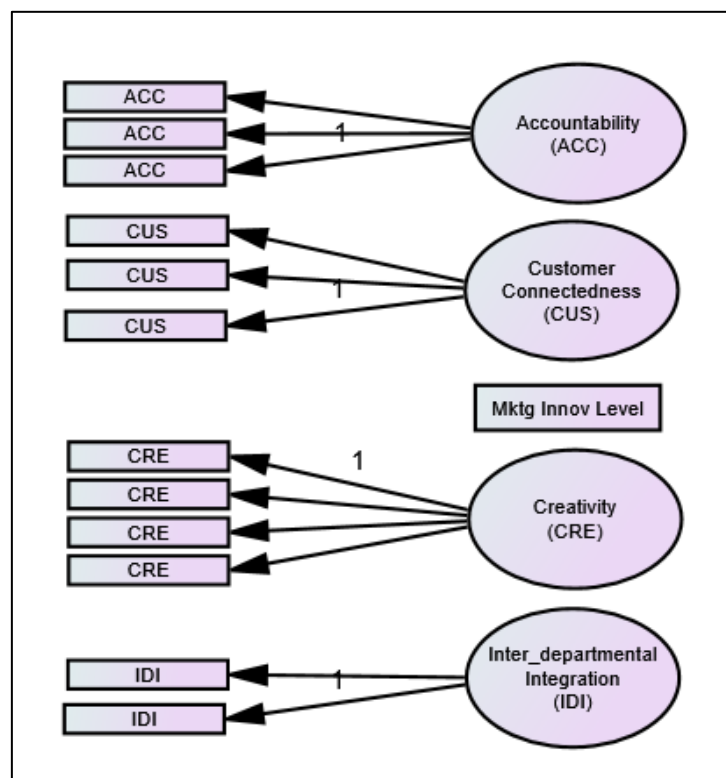


Figure 6-4: Marketing department capabilities: measurement model

Initial model estimations demonstrated two low factor loadings, leading to two measurement items being removed: one from CUS and one from CRE, improving model fit.

<i>Fit Measures</i>		<b>CMIN/<math>\chi^2</math></b>	<b>df</b>	<b>CMIN/df</b>	<b>p value</b>	<b>RMSEA</b>	<b>CFI</b>
		126.155	60	2.10	0.000	0.058	0.968

<i>Regression Weights</i>		Understandardized				Standardized
		Estimate	S.E.	C.R.	P	Estimate
<b>Accountability</b>	ACC Item 3	1				0.635
	ACC Item 2	1.359	0.108	12.604	***	0.884
	ACC Item 1	1.298	0.102	12.673	***	0.907
<b>Customer Connectedness</b>	CUS Item 4	1				0.623
	CUS Item2	0.725	0.071	10.176	***	0.735
	CUS Item 1	1.01	0.095	10.681	***	0.845
<b>Creativity</b>	CRE Item 4	1.348	0.094	14.314	***	0.794
	CRE Item 3	1.44	0.09	16.023	***	0.895
	CRE Item 2	1.447	0.099	14.633	***	0.81
	CRE Item 1	1				0.747
<b>Inter Dept. Integration</b>	IDI Item 2	1				0.888
	IDI Item 1	0.99	0.084	11.826	***	0.874

<i>Correlations</i>	CR	AVE	MSV	IDI	ACC	CUS	CRE
<b>Inter Dept. Integration</b>	0.874	0.776	0.204	<b>0.881</b>			
<b>Accountability</b>	0.856	0.669	0.408	0.376	<b>0.818</b>		
<b>Customer Connectedness</b>	0.781	0.547	0.408	0.394	0.639	<b>0.740</b>	
<b>Creativity</b>	0.886	0.661	0.205	0.452	0.374	0.453	<b>0.813</b>

Table 6-4: Marketing department capabilities - measurement model – model fit indices, regression weights and construct validity data

### Conclusions regarding Capabilities Measurement Model

Indices for the final model shown in Table 6-4, show good fit along with good construct validity indices. The latter are represented by good *composite reliability* (CR), and good *convergent validity* (AVE). Discriminant validity is also shown to be good as demonstrated by *maximum share variance* (MSV) which remains below the AVE scores. Good discriminant validity is also shown for the four latent variables, in the *Square Root of AVE* (shown on the correlation matrix in bold type, on the diagonal) remaining greater than the variables' correlations with one another.

The marketing department capabilities measurement model, as shown above, is, therefore, seen as appropriate for use in the full structural model.

### 6.3.5 Conclusion regarding Full Measurement Model

In conclusion, both the individual courage traits and marketing department capabilities reflective models, with low loading factors removed, show good fit and good construct validity. The competences model which comprises formative construct also demonstrates good construct validity

The three groups of construct are shown as a full measurement model in Figure 6-1. However, this remains a large and potentially unwieldy measurement model from which to construct a full structural model. The next section will therefore consider how the measurement model can be used for the analysis of hypotheses.

## 6.4 Full Structural Model and Testing of Hypotheses

### Introduction

Testing has established that the three measurement models shown in Figure 6-1 are acceptable in respect of the fit, construct validity and parsimony. These can now be considered for use in evaluating the causal relationships between variables. A simplified structural model was, therefore, be created to enable hypothesis testing. This requires the creation of first and second order composite variables.

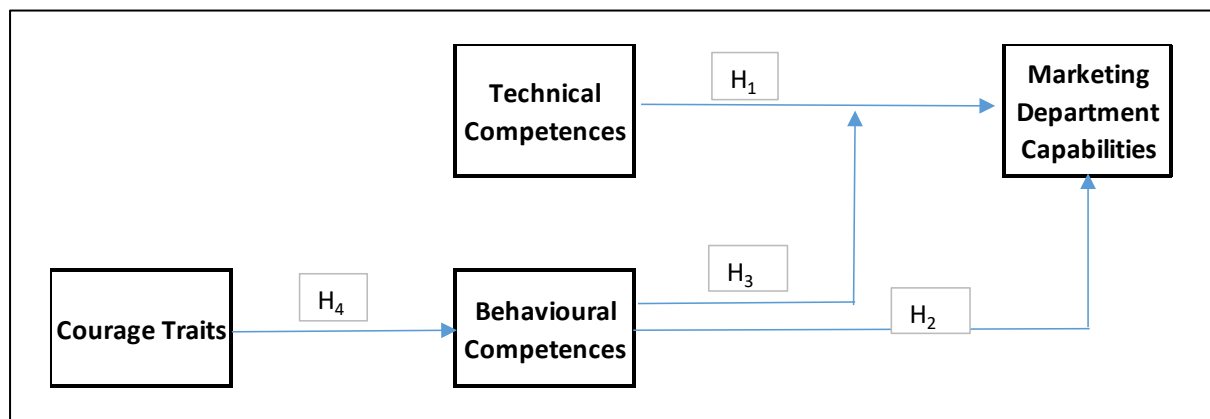


Figure 6-5: Structural model showing path and related hypotheses

### 6.4.1 Formulation of Composite Variables for Hypothesis Testing

Tests of hypotheses will be carried out using second order composite variables, derived from the three measurement models. As Kline comments, “a composite represents a convenient way to

summarize the effects of several variables” (Kline, 2016, p.355). As detailed in Appendix D.5.1, mean measurement item scores for each of the 15 latent constructs shown in the measurement model are averaged to convert them from latent to first order composite variables. Second order composite variables are then created for each of the four groups of variables: courage traits, technical competences, behavioural competences and marketing department capabilities. Each is created by calculating the mean of the first order variables from each of the 5 groups.

These second order composite variables are presented in the structural model in Figure 6-5 which illustrates the expected relationships as expressed in the hypotheses. These are: H1, a direct relationship between technical competences (TC) and marketing department capabilities (MDC); H2, a direct relationship between behavioural competences (BC) and marketing department capabilities (MDC); H3, behavioural competences (BC) acting as a moderator of the relationship between technical competences (TC) and marketing department capabilities (MDC); and H4, a direct relationship between courage traits (COU) and behavioural competences (BC). The hypotheses are repeated below.

- Hypothesis H1 - Technical competences positively influence marketing department capabilities
- Hypothesis H2 - Behavioural competences positively influence marketing department capabilities
- Hypothesis H3 - Behavioural competences positively moderate the relationship between technical competences and marketing department capabilities
- Hypothesis H4 - Courage traits positively influence behavioural competences

#### **6.4.2 Analysis of Structural Model at Second Order Level**

As discussed in the last section, due to the complexity and breadth of the full measurement model, it was necessary to test hypotheses using composite variables at *second* or *higher order* level. SPSS was, therefore used, facilitated by Hayes’ PROCESS macro (Hayes, 2013). PROCESS ‘Model 14’ enables a mediating variable to be modelled, at the same time as a moderating variable between the mediator and the dependent variable.

The PROCESS macro enables courage traits (COU) to be modelled as influencing behavioural competences (BC), as hypothesized in H4; and as having an indirect effect on marketing department capabilities (MDC) through behavioural competences (BC) as a mediator, as hypothesized in H2, which shows behavioural competences (BC) influencing marketing department capabilities (MDC).



The model also shows technical competences (TC) influencing marketing department capabilities (MDC), as hypothesized in H1. It also shows technical competences (TC) interacting with behavioural competences (BC) using the interaction variable TCxBC which simulates the moderation, by behavioural competences (BC), of the relationship between technical competences (TC) and marketing department capabilities (MDC), as hypothesized in H3. Finally, while a direct relationship between courage traits (COU) and marketing department capabilities (MDC) is not hypothesized, the PROCESS macro does model this path as part of the mediation analysis.

The model in Figure 6-6 is the Hayes' Process macro representation of the second order construct, structural model shown in Figure 6-5 and reflects the hypothesized relationship between variables. The statistical representation of the model (as per Hayes' PROCESS macro) is shown beneath in Figure 6-7.

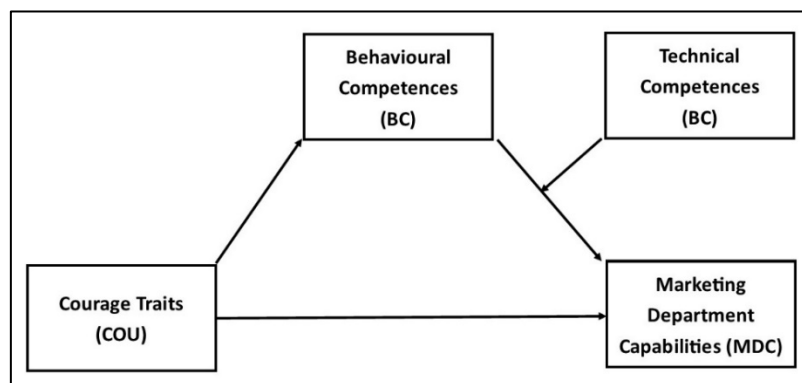


Figure 6-6: Structural model as conceptualized in the PROCESS macro for SPSS

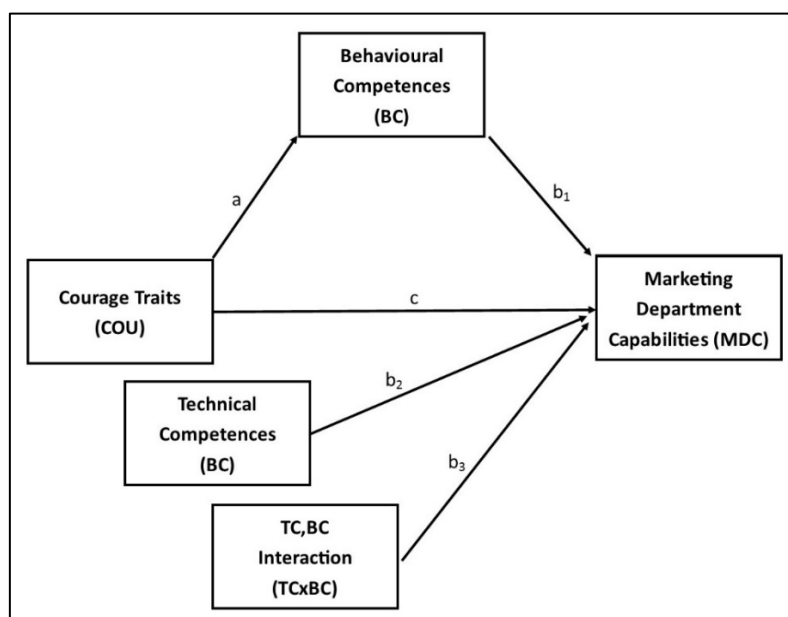


Figure 6-7: Structural model statistical diagram as depicted by the PROCESS macro method

The model was run in the SPSS PROCESS macro with the following results:

Path	Coefficient	<i>p</i> value	r-squared
COU->BC	0.5760	0.0000	0.2989
COU->MDC	0.4206	0.0000	0.2211
BC->MDC	-0.0312	0.8104	
TC->MDC	0.4462	0.0000	
<u>TCxBC</u> ->MDC	0.1586	0.1597	

Table 6-5: Results of structural model PROCESS macro in SPSS

### 6.4.3 Structural Model Results and Support for Hypotheses

Table 6-5 indicates the results of the hypothesis tests. As results are expected to show positive relationships, one-tailed tests of significance were applied.

The results show that the relationship between technical competences (TC) and marketing department capabilities (MDC), path  $b_2$ , is highly significant. However, the direct relationship between behavioural competences (BC) and marketing department capabilities (MDC), shown as path  $b_1$ , is not significant, having a  $p$  value of 0.8104. The interaction variable between technical competences (TC) and behavioural competences BC, signified by the term TCxBC, and shown as path  $b_3$ , has a  $p$  value of 0.1597 which indicates non-significance. Courage traits (COU) are shown to have a significant relationship with behavioural competences (BC), as shown as path  $a$ , and also a significant direct relationship with marketing department capabilities (MDC), shown as path  $c$ .

With regard to hypotheses, these results means that H1 and H4 are supported and that H2 and H3 are not. This is detailed in Table 6-6.

	Hypothesis	Conclusion of H Test
H1	Technical competences positively influence marketing department capabilities	<i>Supported</i>
H2	Behavioural competences positively influence marketing department capabilities	<i>Not Supported</i>
H3	Behavioural competences positively moderate the relationship between technical competences and marketing department capabilities	<i>Not Supported</i>
H4	Courage traits positively influence behavioural competences	<i>Supported</i>

Table 6-6: Hypothesis test results - structural model

#### 6.4.4 Conclusions of Hypothesis Testing

Results show, as expected, that technical competences have a significant and positive influence on marketing department capabilities and that courage traits have a significant and positive influence on behavioural competences. However, in testing the mediating position of behavioural competences in the model; that is, its position between courage traits and marketing department capabilities; tests were required to be undertaken (Baron and Kenny, 1986) on the direct, non-hypothesized relationship between courage traits and marketing department capabilities. This has indicated that, as well as influencing behavioural competences, courage traits also have a direct and positive effect on marketing department capabilities.

Behavioural Competences is shown not to have a significant influence directly on marketing. The moderating effect of behavioural competences on the relationship between technical competences and marketing department capabilities is also shown to be non-significant. However, both these hypothesized relationships are only slightly beyond the  $p$  value typically used to indicate significance (ie. 0.05). This is noteworthy, as it presents the possibility that some direct influence of behavioural competences on marketing department capabilities, may be taking place, and also some interaction between technical and behavioural competences in their influence on marketing department capabilities. This is worthy of further investigation for theory maintains that behavioural competences *do* play a role beside technical competences in influencing capabilities. This was reflected in the hypotheses that were set. Therefore, in order to delve beneath the surface of the relationships revealed by tests at second order construct level, these relationships will be investigated further with *post hoc* testing of the same relationships at first order construct level.

### 6.5 Post Hoc Testing of Expanded Structural Model at First Order Level

Due to the large number of variables discussed in this chapter, variables may be referred to using their abbreviated titles. A listing of these abbreviation terms can be found in Appendix D.5.1.

#### 6.5.1 Approach to Testing of First Order Construct Relationships

The hypothesis testing has examined five paths at second order construct level: four paths representing the 4 hypotheses ( $a$ ,  $b_1$ ,  $b_2$  and  $b_3$ ), as shown in Figure 6-7, and the direct path of

courage traits to marketing department capabilities, as shown in path c; this being exposed during the mediation tests in section 6.4.2, above. These are depicted at second order construct level in Figure 6-7 and are detailed in Figure 6-8 to show the first order variables that each second order variable comprises.

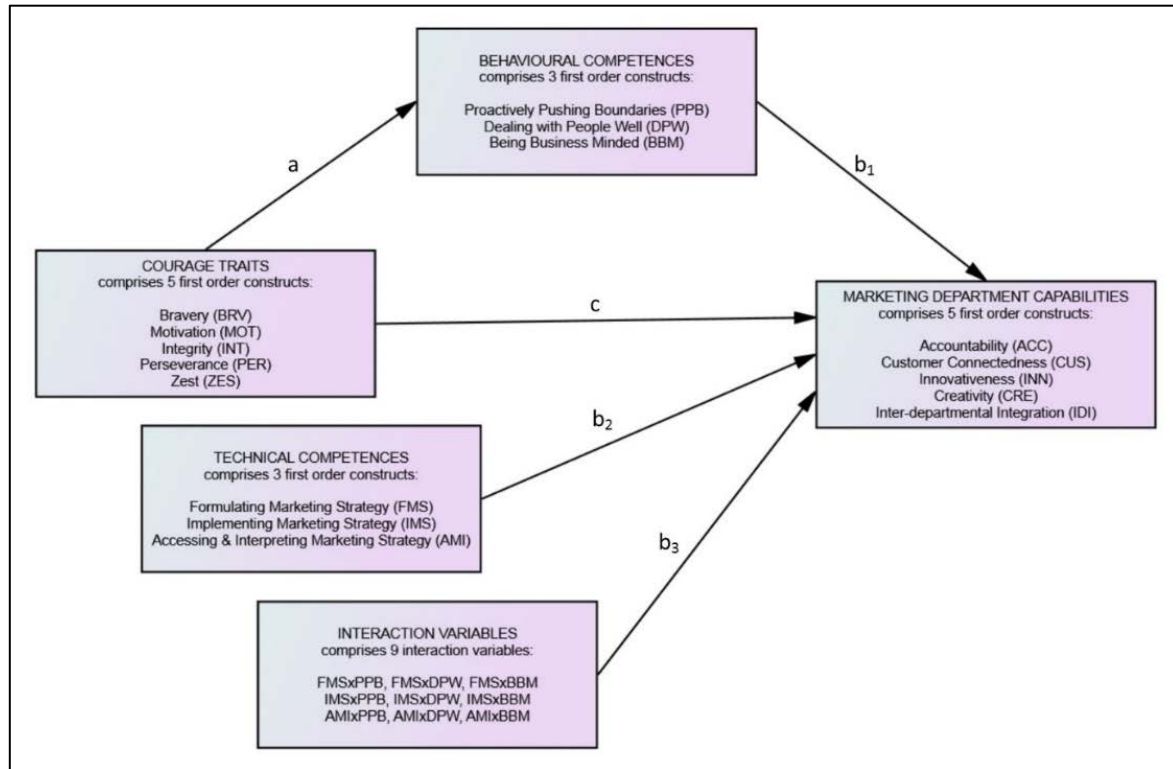


Figure 6-8: Structural model showing first order constructs to be tested

The paths to be modelled at first order construct level are as follows:

- Technical competences (TC) to marketing department capabilities (MDC), (H1) – 15 relationships (path  $b_2$ ).
- Behavioural competences (BC) to marketing department capabilities (MDC), (H2) – 15 relationships (path  $b_1$ ).
- Technical/behavioural competences interaction (TCxBC) to marketing department capabilities (MDC), (H3)– 45 relationships (path  $b_3$ ).
- Courage traits (COU) to behavioural competences (BC), (H4) – 15 relationships (path  $a$ ).
- Courage traits (COU) to marketing department capabilities (MDC), (not hypothesized) – 25 relationships (path  $c$ ).

Examining these first order constructs in a multivariate structural equation model was considered. However, the high number of parameters to be predicted by the full structural model led to a poor

model fit. The complexity of this model is apparent from the graphic in Appendix D.5.4. The Hayes Process macro was also considered but modelling the 115 variables was overly complex. The decision was, therefore, made to use standard regression in SPSS to model and test the paths influencing the individual endogenous variables within marketing department capabilities.

The five paths based on the expanded model in Figure 6-8 above, will now be addressed individually.

### ***Selecting individual path relationships to be tested***

At the level of the second order constructs used in the hypothesis tests, theory has been available to help predict the expected outcomes. However, at first order construct level; that is, for example, the relationships between individual courage traits (x 5) and individual behavioural competences (x 3), or between individual technical competences (x 3) and individual marketing department capabilities (x 5); theory is very limited. This is expected, and is reflected in the contribution offered by the research.

The little theory that is available comes from two sources. Firstly, the research undertaken by Verhoef and Leeflang (2009) and Verhoef et al. (2011) which gives an indication of the marketing department capabilities (MDC) which are important in terms of their having been found significant in influencing the constructs of marketing department influence, marketing orientation and business performance. The two research papers by Verhoef and colleagues conclude that the MDCs of *accountability*, *customer connectedness*, *innovativeness* and *inter-departmental integration* are significant but *creativity*, as an MDC, is not,

The second source of evidence is the thesis' Delphi research results detailed in Chapter Four, which give an indication of the respondents' perceived influence of behavioural competences on technical competences and traits on behavioural competences. These are detailed in Chapter Four, Tables 4-13, 4-15 and 4-16.

Neither source of theory, however, provides sufficient evidence to identify particular relationships or paths of particular interest. Therefore, an 'exploratory factor analysis type' approach is adopted and results of all relationships tested and examined to help reduce the number of paths that appear significant. Only the significant path relationships are then considered in the light of the little available theory.

## ***Tests to be Undertaken***

All of the relationships shown in Figure 6-8 (and Appendix D.5.4) will be tested. Multiple regression in SPSS is used to test all 115 of the individual first order paths. However, the ability of multiple regression to only handle *direct* determinants of *single* dependent variables, means that five individual regression analyses are to be run overall. These are:

The 3 technical competences (TC), 3 behavioural competences (BC), 9 TCxBC interaction variables, and 5 courage traits (COU), are regressed together, in five separate analyses, against the marketing department capabilities, first order variables: *accountability* (ACC), *customer connectedness* (CUS), *innovativeness* (INN), *creativity* (CRE), and *inter-departmental integration* (IDI). This gives regression values for paths  $b_1$ ,  $b_2$ ,  $b_3$  and  $c$ . These are shown in Appendix D.5.5. As behavioural competences are mediating variables (see Figure 6-8), three separate regression analyses are undertaken to examine the relationship between the 5 courage traits and three behavioural competences (path a). These are shown in Appendix D.5.6.

It is recognized that structural equation modelling can consider all paths simultaneously, including the determinants of mediating variables. However, SPSS regression cannot. This means that, the SPSS regression values for BC→MDC (path  $b_1$ ) and COU→MDC (path  $c$ ), and also the separate tests for COU→BC (path a), are likely to be exaggerated slightly in the SPSS statistics.

Regression results for each of the five paths listed above, will now, be explored. The tables in the following section will show regression coefficients and significance level for the individual characteristics at first order level. Non-significant paths are emphasized by being shaded.

Multicollinearity will also be considered as expressed in the VIF score detailed. Full results of tests of direct path to the 5 MDCs are shown in Appendix D.5.5. The analysis which follows also includes the indirect path of COU→BC.

The approach taken is to first re-examine the hypothesized paths shown in Figure 6-8 plus the additional path of COU→MDC. This will be followed by a second analysis which focuses on determinants of marketing department capabilities.

### **6.5.2 Re-examination at First Order Construct Level of Hypothesized Relationships**

The hypotheses in the last section were developed, based on theory which informed the likely influence relationships between the four variables in the structural model. This presented five relationship paths. As two of these relationship paths, BC→MDC and TCxBC→MDC, were found to

be non-significant, this suggested that BC did not have any significant influence on MDC. This conflicts with theory; therefore, all five paths will now be re-examined at first order construct level; that is, at the level of individual courage traits (COU), technical competences (TC), behavioural competences (BC), and marketing department capabilities (MDC).

***Technical competences (TC) to marketing department capabilities (MDC) relationship (TC->MDC) - (H1)***

The positive relationship between TC and MDC (path  $b_2$ ) expressed in Hypothesis One as technical competences positively influencing marketing department capabilities, comprises 15 individual paths when the constructs of TC and MDC are broken down to first order construct level. These are detailed in Table 6-7.

TC->MDC			Standardized Coefficients	Sig.	VIF
FMS	->	ACC	.206	.015	2.439
FMS	->	CUS	.252	.003	2.439
FMS	->	INN	.095	.277	2.439
FMS	->	CRE	-.002	.981	2.439
FMS	->	IDI	.108	.229	2.439
IMS	->	ACC	.226	.004	2.130
IMS	->	CUS	.147	.063	2.130
IMS	->	INN	.130	.112	2.130
IMS	->	CRE	.132	.091	2.130
IMS	->	IDI	.137	.102	2.130
AMI	->	ACC	-.063	.354	1.589
AMI	->	CUS	-.014	.841	1.589
AMI	->	INN	-.004	.959	1.589
AMI	->	CRE	.075	.266	1.589
AMI	->	IDI	-.061	.399	1.589

Table 6-7: TC->MDC first order paths and coefficients

Hypothesis One states that *technical competences positively influence Department Capabilities* and the theory behind this hypothesis was supported by these findings. The table above indicates that 6 relationships between TC and MDC are significant and that FMS and IMS are the technical competences most influential on MDC and particularly on ACC and CUS.

***Behavioural competences (BC) to marketing department capabilities (MDC) relationship (BC->MDC) - (H2)***

The relationship between BC and MDC (path  $b_1$ ) is expressed in Hypothesis Two as behavioural competences positively influencing marketing department capabilities. This was not supported in

the hypothesis tests. However, this analysis shows that two relationships are both significant and positive, as shown in Table 6-8.

BC->MDC			Standardized Coefficients	Sig.	VIF
PPB	->	ACC	-.098	.276	2.774
PPB	->	CUS	-.096	.282	2.774
PPB	->	INN	.186	.046	2.774
PPB	->	CRE	.197	.028	2.774
PPB	->	IDI	-.026	.783	2.774
DPW	->	ACC	-.098	.153	1.621
DPW	->	CUS	-.076	.267	1.621
DPW	->	INN	-.222	.002	1.621
DPW	->	CRE	-.041	.545	1.621
DPW	->	IDI	.059	.419	1.621
BBM	->	ACC	.033	.683	2.290
BBM	->	CUS	-.053	.513	2.290
BBM	->	INN	-.032	.704	2.290
BBM	->	CRE	-.040	.618	2.290
BBM	->	IDI	-.038	.663	2.290

Table 6-8: BC->MDC first order paths and coefficients

The table indicates that PPB is the only BC with a positive influence on MDC, and this is on the specific capabilities of INN and CRE. This influence is partially supported by the Delphi study which indicated (Table 4-9) that relative to other BCs, *proactively pushing boundaries* (PPB) was regarded as being, by far, the most important. The Delphi also showed DPW to be well behind, but still positive in influence, relative to other BCs. However, in relation to the MDC of INN, DPW is shown in the research survey to have *negative* effect on INN. This may reflect that the three aspects contributing to *dealing with people well* (DPW): *engaging with customers, persuading others, and collaborating with other departments*; may go hand in hand with supporting the status quo and maintaining existing products rather than innovating with new.

The significant, but negative influence of DPW on INN is examined in more detail in Table 6-12 and along with other negative results, at the end of this section.

The above means that, although Hypothesis Two was unsupported, a deeper analysis of the constituent constructs reveals significant exceptions, particular the significant positive influence of PPB on MDC. This partially supports theory underlying H2.



**Technical/behavioural competences interaction (TCxBC) to marketing department capabilities (MDC) relationship (TCxBC -> MDC) - (H3)**

Hypothesis Three posited that *behavioural competences positively moderate the relationship between technical competences and marketing department capabilities*. This is expressed as path  $b_3$  in. Tests were run on 45 possible moderating relationships between the separate TCs and BCs and their effect on MDC, as detailed in Table 6-9, below.

TCxBC->MDC			Standardized Coefficients	Sig.	VIF
FMSxPPB -> ACC			.202	.069	4.218
FMSxPPB -> CUS			-.024	.829	4.218
FMSxPPB -> INN			.209	.069	4.218
FMSxPPB -> CRE			.148	.178	4.218
FMSxPPB -> IDI			.165	.163	4.218
FMSxDPW -> ACC			.057	.546	3.088
FMSxDPW -> CUS			.020	.835	3.088
FMSxDPW -> INN			-.028	.776	3.088
FMSxDPW -> CRE			.058	.535	3.088
FMSxDPW -> IDI			-.188	.063	3.088
FMSxBBM -> ACC			-.270	.009	3.652
FMSxBBM -> CUS			-.094	.359	3.652
FMSxBBM -> INN			-.087	.418	3.652
FMSxBBM -> CRE			-.149	.146	3.652
FMSxBBM -> IDI			.047	.667	3.652
IMSxPPB -> ACC			-.113	.321	4.457
IMSxPPB -> CUS			-.052	.648	4.457
IMSxPPB -> INN			.013	.910	4.457
IMSxPPB -> CRE			-.051	.650	4.457
IMSxPPB -> IDI			-.110	.363	4.457
IMSxDPW -> ACC			-.056	.562	3.170
IMSxDPW -> CUS			.014	.884	3.170
IMSxDPW -> INN			-.241	.016	3.170
IMSxDPW -> CRE			.069	.468	3.170
IMSxDPW -> IDI			.108	.292	3.170
IMSxBBM -> ACC			.313	.003	3.843
IMSxBBM -> CUS			.148	.161	3.843
IMSxBBM -> INN			.125	.253	3.843
IMSxBBM -> CRE			.196	.063	3.843
IMSxBBM -> IDI			.192	.089	3.843
AMixPPB -> ACC			-.096	.312	3.082
AMixPPB -> CUS			.157	.097	3.082
AMixPPB -> INN			-.032	.741	3.082
AMixPPB -> CRE			-.028	.765	3.082
AMixPPB -> IDI			-.037	.717	3.082
AMixBMM -> ACC			-.149	.103	2.878
AMixBMM -> CUS			-.125	.172	2.878
AMixBMM -> INN			.008	.930	2.878
AMixBMM -> CRE			-.042	.643	2.878
AMixBMM -> IDI			-.244	.013	2.878
AMixDPW -> ACC			.093	.273	2.483
AMixDPW -> CUS			-.078	.361	2.483
AMixDPW -> INN			.117	.185	2.483
AMixDPW -> CRE			-.016	.846	2.483
AMixDPW -> IDI			.183	.043	2.483

Table 6-9: BCxTC->MDC first order paths and coefficients

Hypothesis tests show that this relationship at second order level, between TCxBC and MDC was not supported. However, closer scrutiny at first order level reveals a number of significant and positive moderating effects taking place.

The table shows that PPB is particularly influential in moderating the effects of the technical competences, FMS and AMI. Another behavioural competence, BBM, is also influential in moderating IMS. These results are important because, while the behavioural competence of PPB is already known to have an effect directly on two areas of MDC (see Table 6-8), this is not the case with BBM. BBM, which has no significant direct effect on MDCs, becomes significant in influencing three different areas of MDC, when its moderating effect on IMS is considered.

With regard to the unsupported hypothesis H3, these results qualify that finding. It can be concluded that, there is important support for the underlying direction of the hypothesis when individual technical and behavioural competences are examined.

#### ***Courage traits (COU) to behavioural competences (BC) relationship (COU->BC) - (H4)***

This relationship, tested as Hypothesis Four and positing that *courage traits positively influence behavioural competences*, comprises 5 COUs and 3 BCs when examined at first order level. Results of testing these relationship are detailed in Table 6-10 below

COU->BC			Standardized Coefficients	Sig.	VIF
BRV	->	PPB	.278	.000	1.357
BRV	->	DPW	.178	.004	1.357
BRV	->	BBM	.215	.001	1.357
INT	->	PPB	.075	.221	1.465
INT	->	DPW	.141	.029	1.465
INT	->	BBM	-.048	.457	1.465
MOT	->	PPB	.083	.142	1.264
MOT	->	DPW	.044	.460	1.264
MOT	->	BBM	.075	.210	1.264
PER	->	PPB	.114	.085	1.705
PER	->	DPW	.141	.042	1.705
PER	->	BBM	.259	.000	1.705
ZES	->	PPB	.188	.001	1.312
ZES	->	DPW	.140	.022	1.312
ZES	->	BBM	.071	.249	1.312

Table 6-10: COU->BC first order paths and coefficients

The support for Hypothesis Four, shown in the earlier tests, is supported across most relationships at first order level. Of particular note are the influences of BRV and PER on all three behavioural competences, and ZES on two of them.

MOT is found to be non-significant. This is noteworthy because, of the five individual courage traits measured, all but *motivation* (MOT) were reflected in the ‘constituents’ of courage proposed by Peterson and Seligman (2004). This would support the position that the addition of *motivation* (MOT), as a consequence of the Delphi study, may be misleading and that as a constituent of courage traits, it is not significant in influencing behaviour in marketing managers.

### ***Courage traits (COU) to marketing dept. capabilities (MDC) relationship (COU->MDC)***

The Delphi study did not examine the individual COU traits because the examination of MDCs was beyond its objectives. As such, the relationship between COU and MDC is not a hypothesized one. However, tests at second order levels have already demonstrated that the relationship is significant. As Table 6-11 indicates, the 25 individual relationships between the 5 COU and 5 MDC variables were examined, finding wide support for the significance of this relationship at first order construct level.

COU->MDC			Standardized Coefficients	Sig.	VIF
BRV	->	ACC	.101	.140	1.595
BRV	->	CUS	.116	.089	1.595
BRV	->	INN	.077	.273	1.595
BRV	->	CRE	.063	.350	1.595
BRV	->	IDI	.026	.721	1.595
MOT	->	ACC	.094	.130	1.310
MOT	->	CUS	.011	.852	1.310
MOT	->	INN	.016	.807	1.310
MOT	->	CRE	-.118	.054	1.310
MOT	->	IDI	-.003	.968	1.310
INT	->	ACC	.116	.087	1.586
INT	->	CUS	.118	.083	1.586
INT	->	INN	-.077	.274	1.586
INT	->	CRE	.027	.690	1.586
INT	->	IDI	.043	.549	1.586
PER	->	ACC	-.057	.440	1.864
PER	->	CUS	.022	.760	1.864
PER	->	INN	.013	.861	1.864
PER	->	CRE	-.035	.636	1.864
PER	->	IDI	-.116	.138	1.864
ZES	->	ACC	.121	.065	1.468
ZES	->	CUS	.189	.004	1.468
ZES	->	INN	.161	.018	1.468
ZES	->	CRE	.283	.000	1.468
ZES	->	IDI	.165	.018	1.468

Table 6-11: COU->MDC first order paths and coefficients

The data shows that, by far the most influential courage trait in the individual MDCs is ZES, which significantly and directly influences all five MDCs. This appears to be an aspect of courage traits which has a pervasive and strong direct influence.

## Conclusion

In conclusion of this section, covering *post hoc* tests using first order constructs, the relationships expressed in the four hypotheses were supplemented by a fifth relationship found as a result of mediation tests on the structural model in section 6.4.2. The paths are shown in the summary illustration in Figure 6-9.

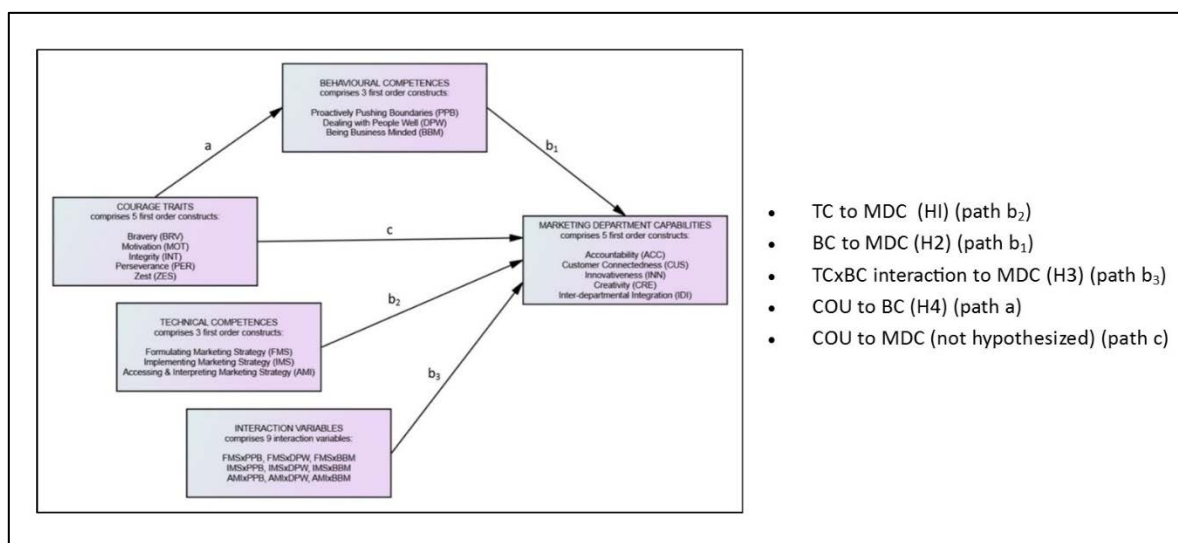


Figure 6-9: Summary illustration of structural model with 5 paths

While hypothesis testing, carried out with 5 second order variables (Figure 6-7), supported H1 and H4, it did not support H2 and H3. However, this series of *post hoc* tests, carried out with 115 first order variables demonstrates a more complex picture which finds support for the theory lying behind the non-supported hypotheses.

## Re-analysis of negative results at low/mid/high levels of determinants

Tests of relationships at first order construct level have revealed six negative and significant relationships between competence and trait variables and marketing department capabilities. These comprise 1 BC, 4 interaction variables (TCxBC) and 1 COU variable. To understand why these results are negative, this brief analysis looks more deeply at the issue by analysing the relationships at low, mid and high levels of the independent variables involved. This examines whether this relationship is negative and significant across all levels. The detailed analysis is shown in Appendix D.5.7. It should be stressed that this is not as accurate as the main series of multiple regression analyses. These tests

are carried out using a bivariate regression analyses in SPSS; for example, the effect of the interaction variable FMSxDPW on IDI. As this means that any direct effects of courage traits, or other competences, is excluded, it is an indication, only, of the possible relationship at these different levels. The test results are summarized in Table 6-12 and are briefly explained as follows.

For the influence of FMSxBBM on ACC, results were significant at all levels of low, mid and high. Here, the data reveals a 'U shaped' relationship where, at low and mid- levels of BMM, there is an inverse relationship between ACC and the interaction of FMSxBBM; whereas, at high levels of BBM, FMSxBBM has a positive influence on ACC.

There is a possibility that a similar relationship occurs with two other interaction variables: (IMSxDPW)→INN and (AMlxBBM)→IDI. However, in both instances, mid and high results were non-significant (one-tail test) and at low levels of the independent variable, a negative relationship exists with the dependent MDC variable. With (FMSxDPW)→IDI, only mid values were significant and showed a positive relationship.

Regarding DPW, this is found to be significant in a one-tail test, in positively influencing INN, but at low and mid-level only.

Finally, the courage trait, MOT, test results show that this is non-significant at all levels in influencing CRE. The result is, therefore, disregarded.

SPSS coefficient tables are shown for these tests in Appendix D.5.7.

Dependent Variable	Indep. Variable (IV)	Level of IV behavioural competences		
		<i>Low</i>	<i>Mid</i>	<i>High</i>
<b>Accountability</b>	<b>FMSxBBM</b>	-ve	-ve	+ve
<b>Innovativeness</b>	<b>DPW</b>	+ve	+ve (at p=0.10)	ns
	<b>IMSxDPW</b>	-ve	ns	ns
<b>Creativity</b>	<b>MOT</b>	ns	ns	ns
<b>Inter-dept.Integration</b>	<b>AMlxBBM</b>	-ve (at p=0.10)	ns	ns
	<b>FMSxDPW</b>	ns	+ve	ns

Table 6-12: Negative results analysis - determinants of marketing department capabilities (ns = non-significant)

### 6.5.3 Summary of Research Survey

This chapter began by reiterating the research questions that this research survey has aimed to tackle, and on which the four research hypotheses are based.

*-To what extent do technical competences, behavioural competences and Traits influence marketing department capabilities (RQ4)?*

*-What is the nature of the relationship between Technical and behavioural competences (RQ5)?*

*-To what extent do Traits influence behavioural competences (RQ6)?*

The first section of the chapter explained the plan for the research, including details of the target respondents and the operationalization of the constructs to be measured. This briefly described the development of the questionnaire, including the formulation of technical and behavioural competence measurement, using characteristics drawn from the Delphi study. It also describes the use of extant literature in measuring courage traits and marketing department capabilities. The second section dealt with the launch of the survey and the collection of data. Having collected the data over a number of months, an extensive process of data preparation and cleaning was subsequently undertaken, followed by tests for normality of distribution and non-response error. Given the personal nature of the constructs being measured, social desirability bias was also assessed. No significant concerns were found in any of these areas.

The range and breadth of the constructs being measured, covered in the third section of this chapter, involved the development and testing of measurement models for courage traits, competences and marketing department capabilities. This process of examining model fit and construct validity enabled measurement models to be parsimonious in nature and more reliable. The amalgamation of the three measurement models into a single structural model for testing using structural equation modelling, was found to be problematic due to the complexity of the model. The design was amended to use second order composite constructs to test the structural model and hypotheses. This was enabled by the Hayes' Process macro in SPSS. These hypothesis tests demonstrated that H1 and H2 were supported but H3 and H4 were not.

- H1 - Technical competences positively influence department capabilities - *Supported*
- H2 - Behavioural competences positively influence department capabilities – *Not supported*
- H3 - Behavioural competences positively moderate the relationship between technical competences and marketing department capabilities – *Not supported*
- H4 - Courage traits positively influence behavioural competence - *Supported*

However, the non-significant nature of the relationship between behavioural competences and marketing department capabilities conflicts with widely held theory across the HRM literature; theory stating that behavioural competences work alongside, facilitate and drive technical competences to create capabilities. In response to this anomaly, a series of *post hoc* tests were undertaken.

The purpose of the *post hoc* tests, dealt with in section 6.5, was to explore the relationships between courage traits, technical and behavioural competences, and marketing department capability, at a deeper level. This necessitated the modelling of *first order composite* variables; for example: the courage traits of *Integrity*; the behavioural competence of *proactively pushing boundaries*; or the marketing department capability of *customer connectedness*. This was modelled using multiple regression which evaluated each of the relationships lying behind the five regression paths. Results exposed more complex relationships but which offered some support for all four hypotheses. Also supported was the proposition that courage traits directly influence marketing department capabilities.

In summary, while the original hypothesis tests at second order construct level, support H1 and H4, and find no support for H3 and H4, the first order construct model tested, shows support for the direction of all four hypotheses plus the additional proposition linking courage traits to marketing department capabilities. This complex picture is covered in more detail in the discussion chapter which follows.

# 7 CHAPTER SEVEN - DISCUSSION OF RESEARCH SURVEY RESULTS

## Introduction

This chapter discusses the results of the research survey. It examines research question 4, 5 and 6, by looking at the results of the hypothesis tests undertaken in the context of existing theory, and the results of the post hoc tests undertaken to explore relationships between the first order variables that comprise the second order variable in the structural model.

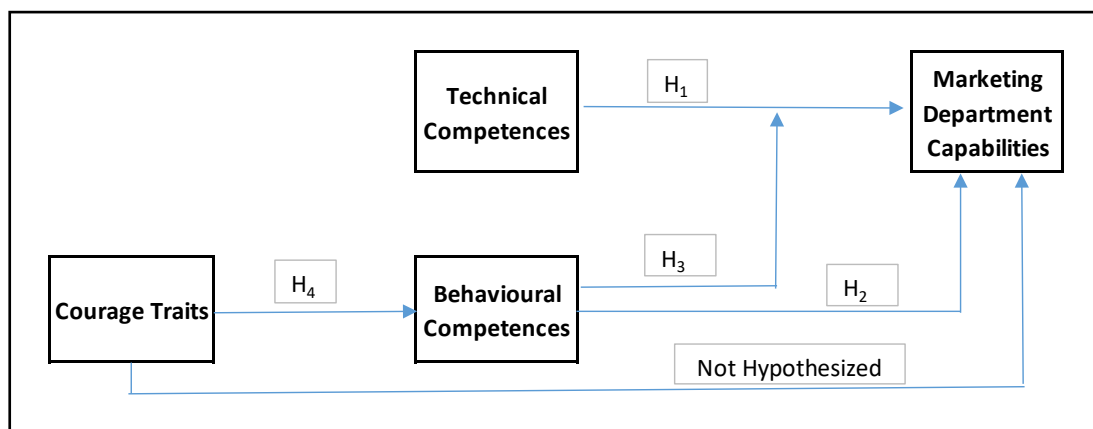


Figure 7-1: Structural model showing hypothesized and non-hypothesized relationships

The results of hypothesis tests undertaken to examine the structural model (Figure 7-1) are summarized in Table 7-1. The second order variables relationships shown in this table also include the non-hypothesized but significant relationship found between courage traits and marketing department capabilities. This was revealed during tests to determine whether behavioural competences was a fully mediating variable between the two constructs.

Relationship Between...	Structural Model - Second Order
Technical Competences (TC) → Marketing Dept. Capabilities (MDC) (H1)	TC positively influences MDC (H1 - supported)
Behavioural Competences (BC) → Marketing Dept. Capabilities (MDC) (H2)	The relationship between BC and MDC is not statistically significant. (H2 <u>not</u> supported)
Technical/Behavioural Competences Interaction (TCxBC) → Marketing Dept. Capabilities (MDC) (H3)	The relationship between TCxBC (interaction variable) and MDC is not statistically significant. (H3 <u>not</u> supported)
Courage Traits → Behavioural Competences (BC) (H4)	COU positively influences BC (H4 - supported)
Courage Traits → Marketing Dept. Capabilities (MDC) (no hypothesis)	COU has a direct effect on MDC

Table 7-1: Summary of hypothesis tests results



MARKETING DEPT. CAPABILITY	Competences and courage traits Significantly Influencing marketing department capabilities with Indicative Level of Influence
<b>Accountability</b>	<u>technical competences:</u> FMS loading 0.206 IMS loading 0.226 <u>Technical/Behavioural Interactions:</u> FMSxPPB loading 0.202 FMSxBBM loading only at High BBM 0.241* IMSxBBM loading 0.313 <u>courage traits (direct):</u> INT .116 ZES .121
<b>Customer Connectedness</b>	<u>technical competences:</u> FMS loading 0.252 IMS loading 0.147 <u>Technical/Behavioural Interactions:</u> AMl xPPB loading 0.157 <u>courage traits (direct):</u> BRV loading 0.116 INT loading 0.118 ZES loading 0.189
<b>Innovativeness</b>	<u>behavioural competences:</u> PPB loading 0.186 DPW loading only at Low 0.226* and Mid 0.146* <u>Technical/Behavioural Interactions:</u> FMSxPPB loading 0.209 <u>courage traits (direct):</u> ZES loading 0.161
<b>Creativity</b>	<u>technical competences:</u> IMS loading 0.132 <u>behavioural competences:</u> PPB loading 0.197 <u>Technical/Behavioural Interactions:</u> IMSxBBM loading 0.196 <u>courage traits (direct):</u> ZES loading 0.283
<b>Inter-departmental Integration</b>	<u>technical competences:</u> IMS loading 0.137 <u>Technical/Behavioural Interactions:</u> FMSxDPW loading only at Mid 0.170* IMSxBBM loading 0.192 AMl xDPW loading 0.183 <u>courage traits (direct):</u> ZES loading 0.165
*Bivariate regression loadings. All others are multiple regression.	

Table 7-2: The significant influences of individual competences and courage traits on marketing department capabilities – first order level

BEHAVIOURAL COMPETENCE	courage traits Significantly Influencing behavioural competences
Proactively Pushing Boundaries	<u>courage traits:</u> BRV loading 0.278 PER loading 0.114 ZES loading 0.188
Dealing with People Well	<u>courage traits:</u> BRV loading 0.178 INT loading 0.141 PER loading 0.141 ZES loading 0.140
Being Business Minded	<u>courage traits:</u> BRV loading 0.215 PER loading 0.259

Table 7-3: The significant influences of individual courage traits on behavioural competences – first order level

Each of the following sections will discuss, in turn, each of the relationships shown Figure 7-1 and, in the context of theory, explore the results of the four hypotheses. This will involve a discussion of the post hoc results which analyse relationships between the first order variables. The section will then discuss the non-hypothesized relationship between courage traits and marketing department capabilities. As in Chapter Six, and for brevity, abbreviated terms will be used to refer to the individual traits, competences and capabilities, as detailed in Appendix D.5.1. A simple illustration of all significant relationships at first order construct level is also shown later in this section (Figure 7-2) along with a summary table of these relationships (Table 7-4).

## 7.1 The Influence of Technical Competences on Marketing Dept. Capabilities

Hypothesis one, based on research question RQ4, proposes that *technical competences positively influence marketing department capabilities*. The survey of marketing managers found this hypothesis to be supported. The regression model depicted in Figure 6-7 and results in Table 6-5 (Chapter Six), shows a significant relationship between technical competences (TC) and marketing department capabilities (MDC), represented by path  $b_2$  at a loading of 0.4462. This supports Hypothesis One and is in line with literature where technical competences are described as *work related skills and abilities* (Nordhaug and Gronhaug, 1994, Le Deist and Winterton, 2005, Bartram, 2012) and *general vocational competences* (Sparrow, 1997). Nevertheless, post hoc tests undertaken to examine the influence of constructs at first order level and shown in Table 6-7 demonstrate that these relationships were not significant between all technical competences and all marketing department capabilities.

The technical competence found to be significant and most influential was that of *implementing marketing strategy* (IMS). This competence is found to positively influence *accountability*, *customer connectedness*, *creativity* and *inter-departmental integration*. These significant relationships are shown in Table 7-4, later in this chapter, and are denoted by asterisks (no subscripts) in the cells where the IMS, and marketing department capabilities meet. The correlation of IMS with *customer connectedness* (CUS) and *inter-departmental integration* (IDI) is particularly notable when it is considered that internal departments and external customers are the two areas of relationship that are influential in strategy implementation theory, as cited by Hooley et al. (2012). The relationship between IMS and *innovativeness* (INN), found to be non-significant, may indicate that the knowledge and skills required to make strategy happen, do not relate to the creative personal characteristics that are likely to be required in innovating new products or services. This is credible when one considers that an individual, innovative in new product ideas, may be rather more engaged in the stimulating activity of creating new product ideas rather than the more mundane process of developing, launching, and promoting sales of those products.

The competence of *formulating marketing strategy* (FMS), found to positively influence *accountability* (ACC) and *customer connectedness* (CUS), is likely to indicate that successful marketing strategists are likely to be those who remain being aware of the need to be accountable for that strategy; this may mean those strategies are more realistic and achievable. Furthermore, *customer connectedness* (CUS) is also likely to correlate because the greater awareness, achieved through communicating with customers, is likely to go hand in hand with a strategy that is successful because it meets customers' needs. *Formulating marketing strategy* (FMS), however, shows no significant relationship with *innovativeness* (INN) and *creativity* (CRE). This may demonstrate a relationship similar to *implementing marketing strategy* (IMS); that is, individuals concerned with the logical processes of analysis and planning may be less likely to be free thinking, creative in marketing programmes and innovative in new products. Finally, the non-significant relationship between *formulating marketing strategy* (FMS) and *inter-departmental integration* (IDI) may simply demonstrate that the type of individual who may be successful in developing marketing strategy may be less gregarious and may less easily develop relationships with other departments. Again, these relationships are shown in Table 7-4, and are denoted by asterisks (no subscripts) in the cells where FMS and capabilities meet.

Finally, *accessing and interpreting market information* (AMI) was found to have no significant direct relationship with any marketing department capabilities. This is a surprising result, suggesting that this area of competence, identified during the Delphi study as being an important area of marketing

manager effectiveness, has little effect on the department's capabilities. However, as will be discussed below, when interacting with behavioural competences, it does become significant in some situations.

In summary, despite the knowledge and skills comprising technical competences being relatively easy for competitors to imitate, they remain essential in achieving marketing department capabilities. This is suggested by research which uses the same or similar titles as this author's individual technical competences, to describe department level marketing capabilities. Vorhies and Morgan (2005a) cite marketing planning, marketing implementation and marketing information management as department level capabilities. This research identifies these same areas as the three key technical competences of the individual marketing manager. This demonstrates that such individual technical competences as *implementing marketing strategy* are likely to be a necessity in achieving the department level capability of marketing implementation. Whilst this may appear an obvious point (the whole being the sum of its parts), it is important to recognize that these are two different levels of analysis and, hence, this similarity, should not be assumed.

In summary, therefore, technical competences, more generally known as knowledge and skills in marketing, are the essential base on which capabilities are built and, thus remain a focus of personal and management development. This research, however, also demonstrates how marketing department capabilities emerge from their symbiotic relationship with behavioural competences.

## **7.2 The Influence of behavioural competences on Marketing Dept. Capabilities**

Hypothesis two, also based on research question RQ4, proposes that *behavioural competences positively influence marketing department capabilities*. The survey of marketing managers found this hypothesis to be unsupported. The regression model seen in Figure 6-7 with results in Table 6-5 (Chapter Six), showed a non-significant relationship between the second order, composite variables, behavioural competences (BC) and marketing department capabilities (MDC), depicted as path  $b_1$ . Whether this fails to support theory is unclear; while Kurz and Bartram maintain that "behaviours underpinning successful performance" (Kurz and Bartram, 2002, p.235), they do not specify whether this is behaviours alone, or behaviours acting in conjunction with knowledge and skills (technical competences). The possible interaction between behavioural and technical competences is explored by hypothesis three and will be examined in the next section.

Nevertheless, *post hoc* tests carried out (See Table 6-8, Chapter Six) examined this same relationship at first order construct level and showed that two capabilities, *innovativeness* (INN) and *creativity* (CRE), are directly and positively influenced by individual behavioural competences. This may be because, of the five areas representing marketing department capabilities in this research and identified by Verhoef and Leeflang (2009), *innovativeness* (INN) and *creativity* (CRE) are the two which are most likely to be influenced directly by individual behaviours, particularly the behavioural competences of *proactively pushing boundaries* (PPB), as results show. These relationships are shown in Table 7-4 below, denoted by asterisks (no subscripts) in the cells where these individual behavioural competences and marketing department capabilities meet.

In addition to this, however, there is evidence of behavioural competences having a wider influence. Four of the five marketing department capabilities are influenced by behavioural competences acting as a moderators of technical competences. This will be discussed in the next section.

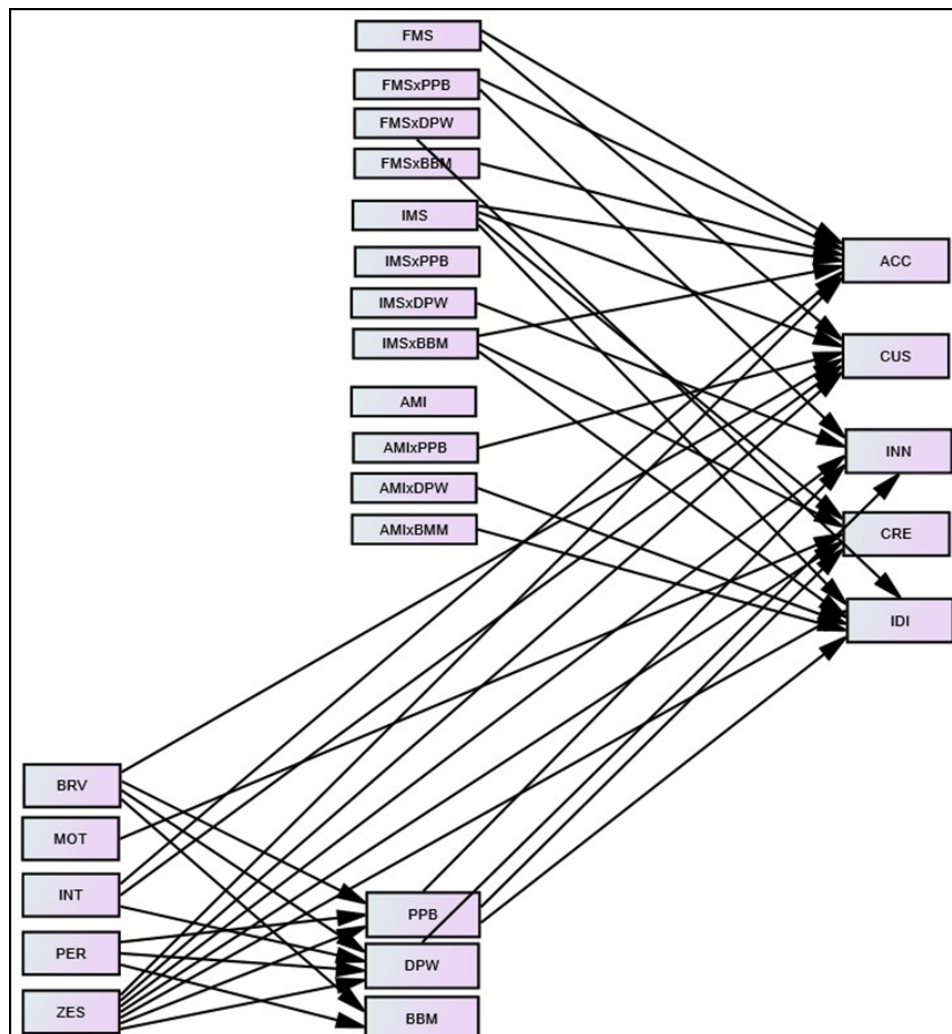


Figure 7-2: Graphic illustration of all significant relationships at first order variable level

		Technical Competences (TC)			Behavioural Competences (BC)			Courage Traits (COU)			
		Formulating Marketing Strategy (FMS)	Implementing Marketing Strategy (IMS)	Accessing and Interpreting Market Information (AMI)	Proactively Pushing Boundaries (PPB)	Dealing with People Well (DPW)	Being Business Minded (BBM)	Bravery (BRV)	Integrity (INT)	Perseverance (PER)	Zest (ZES)
Marketing Department Capabilities (MDC)	Accountability (ACC)	** <sub>1</sub> * <sub>2</sub>	** <sub>3</sub>		* <sub>1</sub>		* <sub>2</sub> * <sub>3</sub>		*		*
	Customer Connectedness (CUS)	*	*	* <sub>1</sub>	* <sub>1</sub>			*	*		*
	Innovativeness (INN)	* <sub>1</sub>			** <sub>1</sub>	* <sub>LM</sub>					*
	Creativity (CRE)		** <sub>1</sub>		*		* <sub>1</sub>				*
	Inter-dept. Integration (IDI)	* <sub>1</sub>	** <sub>2</sub>	* <sub>3</sub>	*	* <sub>1M</sub> * <sub>3</sub>	* <sub>2</sub>				*
Courage Traits (COU)	Influence on Behavioural Competences				* <sub>a,b,c</sub>			* <sub>a6</sub>		* <sub>b6</sub>	* <sub>c6</sub>
						* <sub>a,b,c,d</sub>		* <sub>a3</sub>	* <sub>b3</sub>	* <sub>c3</sub>	* <sub>d3</sub>
							* <sub>a,b</sub>	* <sub>a4</sub>		* <sub>b4</sub>	
	No. Influence paths, direct plus through Behavioural Comps.							14	5	13	14
Key:		*	Direct influence on Marketing Dept Capabilities								
		* <sub>1</sub>	Behavioural Competence increases the influence of Technical Competences on Marketing Dept Capabilities								
		* <sub>LM</sub>	Positive influence only occurs at Low (L) and Medium (M) levels of the Behavioural Competence								
		* <sub>a3</sub>	Influence of Courage Trait on Behavioural Competence(a) with number of Behavioural Competence influence paths								

Table 7-4: Summary of determinants of marketing department capabilities with additional influence of courage traits via mediation path of behavioural competences (relationships between first order variables)

### 7.3 The Moderating Influence of Behavioural Competences on the Relationship between Technical Competences and Marketing Department Capabilities

Hypothesis three, based on research question RQ5, proposes that *behavioural competences positively moderate the relationship between technical competences and marketing department capabilities*. Survey analysis has found this hypothesis to be unsupported. The interaction (moderating) variable between technical competences (TC) and behavioural competences (BC), known as TCxBC and shown as path  $b_3$ , has a  $p$  value of 0.1597, indicating non-significance (Figure 6-7 and Table 6-5 in Chapter Six). It is noteworthy that the moderating effect of behavioural competences on technical competences' relationship with marketing department capabilities is only slightly beyond the  $p$  value typically used to indicate significance, as this presents the possibility that some interaction may be taking place. Moreover, theory maintains that behavioural competences do play a role beside technical competences in influencing marketing department capabilities. Kurz and Bartram maintain that "behaviours underpin successful performance" (2002, p.235) and Bartram maintains that behavioural competences "determine whether or not people will acquire new knowledge and skills and how they will use that knowledge and skills...to enhance performance in the workplace" (2012, p.5). The Delphi research also demonstrated respondents' belief that technical competences are positively influenced by behavioural competences. (see Chapter Four, Table 4.15).

Further investigation carried out in *post hoc* tests at first order construct level and shown in Table 6-9 (Chapter Six), demonstrates a more complex picture, showing a number of relationships to be significant in support of theory. As shown in Table 6-9, tests indicate that there is a moderating relationship at play where particular behavioural competences influence the level of the relationship between individual technical competences and marketing department capabilities. This a complex picture but does show the importance of behavioural competences; it demonstrates that all three behavioural competences (PPB, DPW and BBM) each have an influence on one or more marketing department capability (ACC, INN, INN, CRE and IDI) through its interaction with one or more technical Competence (FMS, IMS or AMI). The individual relationships, found to be significant, are illustrated in Table 7-4 at the end of this chapter and are denoted by asterisks in the cells where these competences and capabilities meet. In the table, asterisks with no subscript indicate the direct influence of the particular competence on the five areas of marketing department capability.

Asterisks with subscript numbers show where particular technical competences are moderated in their influence by particular behavioural competences (with the same subscript number). Where influence only occurs at low or medium levels of the variable, this is denoted by an L or M within the subscript.

The findings are particularly important in demonstrating the moderating effect of behavioural competences on the relationship between technical competences and marketing department capabilities. Even though theory suggest that this relationship is likely, the literature review was unable to uncover any empirical evidence that has previously demonstrated this relationship to be statistically significant.

The importance of behavioural competences becomes an even greater if the potential of behavioural competences as a resource, is considered. This is because of the *uncertain inimitability* of behavioural competences (Lippman and Rumelt, 1982). Barney (1991) refers to the phenomenon as *imperfectly imitable resources* and maintains that if resources are difficult to imitate, this can provide a source of sustained competitive advantage. Of the three types of inimitability that Barney discusses, *causal ambiguity* is the most pertinent. This describes the difficulty that competitors might face in ascertaining the source of the competitive advantage.

The technical competences or knowledge and skills, that are required in a marketing manager's role, are relatively simple to identify by looking at a marketing textbook. They are also relative easy to imitate by taking a professional qualification. If they are a source of competitive advantage in a competitor, this may not be sustainable as competitors are likely to identify the knowledge and skills they lack and then to acquire them.

In the case of behavioural competences, it is likely to be a little different. The *behavioural repertoires* of individual marketing managers, some of which facilitate or drive the technical competences, are less likely to be apparent outside the organisation; and the traits that lie beneath them are not likely to be observed at all as they are unobservable. Behavioural competences are, therefore, ambiguous in their cause, as well as being far more difficult to imitate than technical competences.

It follows, therefore, that appointing marketing managers with particular behavioural competences or their, (probabilistically) proven determinants, or developing them in existing managers, is an important potential means of developing sustainable competitive advantage.

In summary, the nature of the relationship between technical and behavioural competences is one where, while both competences act independently to influence market department capabilities, behavioural competences, which are causally ambiguous in nature, also positively moderate the



influence of technical competences on those capabilities. This is more likely to make those capabilities competitively sustainable. As can be seen in Table 7-4, the broadest influence is shown by *proactively pushing boundaries* (PPB) moderating *formulating marketing strategy* (FMS) in influencing both *accountability* (ACC) and *innovativeness* (INN); and *being business minded* (BBM) moderating the effects of *formulating* (FMS) and *implementing* (IMS) *marketing strategy*, in influencing the three capabilities of *accountability* (ACC), *innovativeness* (INN), *creativity* (CRE) and *inter-departmental integration* (IDI).

The exact nature of, and reasons for, the interaction between particular behavioural competences and technical competences are unclear and this is a potential area of further research. However, it is clear that the influence of behavioural competences on marketing department capabilities is far broader as a moderator of technical competences rather than without this interaction. In this respect, the most influential behavioural competences are *proactively pushing boundaries* (PPB) and *being business minded* (BBM).

## 7.4 The Influence of Courage Traits on Behavioural Competences

Hypothesis four, based on research question RQ6, proposes that *courage traits positively influence behavioural competences*. The survey of marketing managers found this hypothesis to be supported. The regression model seen in Figure 6-7 with results in Table 6-5 (Chapter Six), shows a significant relationship between courage traits and behavioural competences, depicted as *path a*. This is widely supported by trait theory supporting the principle that traits underlie behaviours; Eysenck observes that “traits are ...discovered...through observable acts of behaviour” (1965, p.2); and Ajzen that “personality traits should affect behaviours across a variety of different situations” (1987, p.2).

Nevertheless, *post hoc* tests undertaken to examine the influence of constructs at first order level and shown in Table 6-10 (Chapter Six), demonstrate that this relationship is not significant between all courage traits and all behavioural competences. Of the five separate traits comprising courage, those with the broadest influence are *bravery* and *perseverance* which have a significant positive effect on all three behavioural competences: *proactively pushing boundaries*, *dealing with people well*, and *being business minded*. The trait of *motivation* was found to be non-significant in its relationship with all three behavioural competences.

From the perspective of behavioural competences, dealing with people well was the most positively influenced by courage traits; specifically by *bravery*, *integrity*, *perseverance* and *zest*. *Proactively*

*pushing boundaries* was influenced by three courage traits: *bravery*, *perseverance* and *zest*; and *being business minded* was influenced by *bravery* and *perseverance*.

The influence of courage traits on behavioural competences is summarized in Table 7-4 where courage's influence on behavioural competences is denoted by asterisks with subscript letter (a, b, c & d). The behavioural competences influenced are identified by an asterisk with the same subscript letter. The table shows that all three behavioural competences are each influenced by more than one courage trait. Within the courage trait columns in Table 7-4, the number accompanying the subscript letter beneath the asterisk, indicates the number of paths through which courage traits, indirectly via behavioural competences, influence marketing department capabilities. The table shows that all four courage traits: *bravery*, *integrity*, *perseverance* and *zest*; have an extensive influence on marketing department capabilities through their influence on behavioural competences.

These results demonstrate the broad influence of courage traits on behavioural competences which, through their moderating influence on technical competences positively influence marketing department capabilities. However, as results have shown, courage traits also have an effect not anticipated and hence, not hypothesized. This is discussed in the next section.

## **7.5 The Direct Influence of Courage Traits on Marketing Department Capabilities**

Literature reveals no areas of theory where a direct relationship might be suggested between personal traits and marketing department capabilities. It was, therefore, expected that courage traits would influence only behavioural competences, which, in turn would influence marketing department capabilities both directly, and indirectly via knowledge and skills (technical competences). The direct influence of courage traits on marketing department capabilities was not expected and hence the relationship was not hypothesized. Nevertheless, this relationship becomes evident when tests are carried out to evaluate the position of behavioural competences as a mediating variable between courage traits and marketing department capabilities. This relationship is shown as path c, Figure 6-7 (Chapter Six). Analysis shows a direct and significant relationship at second order variable level between courage traits and marketing department capabilities (Table 6-5), with behavioural competences acting as a partial mediator.

Examining courage traits as a second order variable level, a significant and positive relationship exists with marketing department capabilities. However, *post hoc* tests at first order construct level, show a more complex set of relationships, as shown in Table 6-11 (Chapter Six).

It can first be noted that Motivation has a significant but negative effect on one area of marketing department capability; that of *creativity* in marketing programmes. This is difficult to interpret but may reflect a tendency for highly motivated managers to avoid the higher risk of more creative marketing projects. This, alongside the non-significant relationship between *motivation* and behavioural competences, supports the absence of *motivation* in the Peterson and Seligman analysis of courage (2004). *Motivation* had originally been included as a component of courage traits based on Delphi results.

Of some interest is the non-significance of *perseverance*, directly, on any of the marketing department capabilities. It is conceivable that other traits such as *bravery*, *integrity* and *zest* may be more easily recognized at a departmental level, as they may require fewer occasions through which to demonstrate their presence; the nature of *perseverance* requires an evaluation of performance over a period of time. As such it may not be as evident. Its importance is, however, evident through its significant influence on behavioural competences which, itself, significantly influences marketing department capabilities.

The trait of *integrity* has a significant influence on two marketing department capabilities. Its positive relationship with *accountability* is to be expected; Peterson and Seligman describe *integrity* as “taking responsibility for...owning...” (2004, p.249). Its positive relationship with *customer connectedness* is likely to illustrate the trust that *integrity* engenders in individuals and the extent to which this can help develop relationships with customers.

*Bravery* has one significant relationship; with *customer connectedness*. They is likely to reflect the boldness that is necessary to frequently engage with new, possibly daunting or challenging customers, and the extent to which the marketing manager is prepared to engage in this activity through choice.

Finally, and most notable as a direct determinant, is the relationship between *zest* and marketing department capabilities. Zest, also described by Peterson and Seligman as vitality, enthusiasm, vigour and energy (2004), has a positive relationship with all five capabilities: *accountability*, *customer connectedness*, *innovativeness*, *creativity* and *inter-department integration*. As such it is, by far, the most directly influential trait and may reflect the infectious nature of vitality and enthusiasm and how it might change the perceptions of marketing department staff.

These significant direct relationships between courage traits and marketing department capabilities are summarised in Table 7-4. Under the column heading of courage traits, asterisks with no subscript show courage's direct influence on marketing department capabilities.

## 7.6 The Pervasive Influence of Courage

One of the most notable findings of the research survey, clear from Figure 7-2 and Table 7-4, is the wide reaching influence that courage traits have on marketing department capabilities in three respects: direct on marketing department capabilities; indirectly through behavioural competences alone; and indirect through behavioural competences acting as moderators of technical competences.

Looking at the overall influence of courage traits, it is clear from Table 7-4 that *bravery*, *perseverance* and *zest* each influence marketing department capabilities through 13 or 14 paths, as shown in the last row of the table. *Integrity* has a lower, albeit reasonable breadth of influence, with 5 paths.

The high level of influence of this personal trait is reflected in classical literature. Courage was cited by Aristotle (c.350 BCE) and Samuel Johnson (Boswell, 1791) as being the most significant of all virtues. In more recent literature, Peterson & Seligman, who regard courage as a higher order trait comprising *bravery*, *integrity*, *perseverance* and *zest*, describe courage as “the exercise of will to accomplish goals in the face of opposition” (Verhoef and Leeflang, 2009, p.29). One characteristic that makes courage so important is its *executive* nature; it has been described as an *executive virtue*; that is, always practised in the service of further goals (Pears, 1978). Klauser (1961, p.61) described courage as being “generated in one role for application in another”. Winston Churchill echoed many before him in saying “courage is rightly esteemed the first of human qualities because it is the quality which guarantees all others” (Longstaffe, 2005, p.82). This historical view of courage is reflected both in the results of the Delphi study, where it is, by far, the most cited group of traits according to senior marketing and HR executives; and in the research survey, where it has a remarkably wide scope of significant influence.

## 7.7 Study Limitations

It is recognized that certain aspects of the way in which the Delphi study and the research survey were undertaken, may have implication for the generalizability of the data and its application to practice. These limitations comprise issues of research design of both the Delphi study and research survey.

### 7.7.1 Delphi Study

#### ***Greater number of Delphi iterations to increase validity of results***

The responses collected from the first and second iterations of the Delphi, required analysis and, essentially, a grouping of characteristics. The process of grouping was carried out using interpretation of characteristics based on competence and traits theory and coded using principles proposed by Saldana (2009), and Bazeley and Jackson (2013). Further grouping was also carried out using classification principles laid down by Bailey (1994). The decisions that were made in both areas were verified through a process of *second rating* by one other academic colleague in each of these two Delphi 'rounds'.

It is recognized that this may be an important limitation to the validity of the results as it means that the grouping and nature of subsequent Delphi rounds was determined by the judgement of only two individuals, the researcher and one colleague.

An alternative to this would have been to have introduced an additional, intermediate Delphi stage between Delphi One and Two and between Delphi Two and Three, where the respondents themselves would have been asked to allocate characteristics to a choice of different groups. This would have given the grouping of competences and traits used in Delphi Two and Three, greater validity.

### 7.7.2 Research Survey

#### ***Survey analysis by company sector***

The mixed nature of the database did not enable an analysis to be undertaken of results by company sector. The names and details of participants targeted were obtained from two main database sources and these did not provide the same breadth of company data. A Standard Industrial Classification (SIC) code or industry description was available for only 5486 out of 8112 names contacted. This means that an analysis of response differences was not able to be undertaken

comparing manufacturing with service companies, or B2C with B2B organisations. However, Marketing Strategy literature does not provide any evidence of, or propose any likely differences in marketing manager characteristics between these sectors.

### ***Potential response bias resulting from failed dyadic approach***

The research was originally designed to be dyadic in nature. Marketing Managers' assessments of their own competences was to be correlated with their superiors' assessment of their subordinates' overall competence. Furthermore, the CEO's view of the capability of the marketing department was to be taken as a more objective assessment. This design proved overly ambitious; it was extremely difficult to find organisations with cooperative parties at each of these levels. Of those that did agree to participate, an uneven response was experienced, where one party had responded and the other not; thus, making the triangulation of data impossible. This course was abandoned after several months and the decision taken to question marketing managers about both their own attributes and their views of departmental capabilities.

The result was in a far higher response rate, but could have resulted in biased results. Social desirability bias was assessed and found to be non-significant. Nevertheless, there is the possibility that this research saw some bias because the same individual, answering questions about their own abilities, was also questioned about the outcomes or effectiveness of those abilities. It might, however, be noted that the research by Verhoef and Leeflang (2009) on the related topic of marketing department capabilities, may have faced the same difficulties as they adopted the same approach, with marketing managers providing an assessment of the capabilities of their own marketing departments.

### ***Research survey measurement model complexity***

The high number of first order variables forming the overall measurement model led to poor model fit when run using structural equation modelling (SEM) software. Hypothesis testing was, therefore, undertaken using multiple regression in SPSS, utilizing the Hayes PROCESS macro, to allow moderating and mediating variables. The *post hoc* tests, carried out to examine non-supported hypotheses, were undertaken using 'conventional' multiple regression (ie. no added macros) but this was unable to take into account the effects of behavioural competences as a mediator of courage traits and marketing department capabilities. The likely result of this was that the direct path regression value of behavioural competences and courage traits are likely to be overstated. As such these particular regression values should be treated with caution.

It should also be noted that the creation of composite constructs from both formative and reflective constructs, assumed equivalent influence of each of their respective indicators. It also assumed that each first order variable had the same level of influence on the second order variable created to enable hypothesis testing. This will have affected the validity of the results obtained.

## 7.8 Summary of Discussion

The aim of this research thesis has been to *determine marketing manager characteristics that positively influence the capabilities of the marketing department*. Its first objective; *to identify the key competences and traits of the most effective marketing managers*; was fulfilled by the Delphi study. Its second objective; *to determine the nature and extent of the influence relationships between marketing manager competences and traits, and marketing department capabilities*; was been the purpose of the research survey.

The results of the survey, discussed in this section, have fulfilled this second objective in two ways: tests of four hypotheses regarding the relationships between the second order variables of courage traits, technical competences, behavioural competences and marketing department capabilities; and extensive *post hoc* testing of the more complex relationships at first order variable level. It has shown that technical competences significantly and positively influence marketing department capabilities, in line with theory. In the case of behavioural competences the relationship, at second order variable level, was found to be non-significant, both direct on marketing department capabilities and indirect as a moderating influence on technical competences. However, more detailed analysis of individual behavioural competences (ie. at first order variable level) showed a number of significant relationships, both direct with particular marketing department capabilities and indirect, as a positive moderating influence on certain technical competences. This was in accordance with theory regarding the role of behavioural competences; that is, an interaction between behavioural competences and with technical competences which creates capabilities. This is a particularly important finding for, even though theory suggests that this relationship is likely, no literature is explicit in declaring this relationship and no empirical evidence has been found which demonstrates this relationship in action.

Finally, results also show, as hypothesized, that courage traits positively influence behavioural competences and this concurs with personality theory. However, analysis also shows a significant direct relationship between courage traits and marketing department capabilities. Overall, the effects of courage traits on marketing department capabilities, at second order and at first order variable level, are remarkable and demonstrate the pervasive influence of courage traits; specifically

of *bravery, integrity, perseverance* and *zest*; on the effectiveness of marketing managers and the capabilities of the marketing department.



# 8 CHAPTER EIGHT - CONCLUSION

## 8.1 Introduction

This concluding chapter begins with a reiteration of the research context and aims, followed by the a summary of the key findings of the two research studies. This is followed by an exposition of the research contribution. The chapter finishes with reflection on the scope and approach of the thesis and a brief examination of future research possibilities revealed by this work.

## 8.2 Context of Study and Research Aim

The past 20 year has seen a growing body of literature exploring changing attitudes towards the marketing department. This has critically examined marketing's role within the firm (Moorman and Rust, 1999), expressed concern over the declining influence of the marketing department marketing (Verhoef and Leeflang, 2009, Homburg et al., 1999) and positioned marketing managers, in a poor light, describing them as unaccountable (O'Sullivan and Abela, 2007, Verhoef et al., 2008) (Rust et al., 2004), weak willed and 'slippery' (Ambler, 2003, Baker and Holt, 2004) and losing respect at board level (Schultz, 2003). The growing concern, reflected in the marketing literature, was responded to by the Marketing Science Institute (MSI) who, in 2006, cited *the characteristics of successful marketing managers* and *key competencies of good marketing managers* as priority research topics (MSI, 2006).

This 'clarion call' was followed by a development in the body of marketing literature addressing the issue of marketing capabilities (Morgan et al., 2009, Krasnikov and Jayachandran, 2008, Verhoef and Leeflang, 2009, Verhoef et al., 2011, Wu, 2013). A close scrutiny of the literature reveals that the research undertaken contributes to theory in the area of functional level rather than individual capabilities, and deals with general skills and knowledge the department should possess, such as 'product development' and 'marketing implementation' capabilities; or more general capabilities such as 'customer linking' and 'inter-functional cooperation'. However, the individual level, personal characteristics of the marketing managers who comprise these departments, and the technical skills, behaviours and personal traits they require to create departmental or functional level capabilities, has not received attention. To verify this research gap and address the questions it raises, this thesis has drawn on strategic marketing theory and areas outside this domain: *resource-based view* (RBV) theory from strategic management; *competence* theory from human resource management; and *character strength and virtues* theory from positive psychology.

The identification of this research gap in strategic marketing theory led to the aim of this research; *to determine marketing manager characteristics that positively influence the capabilities of the marketing department*. This aim resulted in two objectives being identified: firstly, to *identify the key competences and traits of the most effective marketing managers*; and secondly, to *determine the nature and extent of the influence relationships between marketing manager competences and traits, and marketing department capabilities*. As the research has shown, this required a mixed methods approach to enable the two groups of research questions to be addressed. The first objective, expressed in research questions RQ1, RQ2 and RQ3, was addressed using a modified Delphi method and was undertaken with those involved in managing, recruiting or researching marketing managers. The second objective, expressed in research questions RQ4 ,RQ5 and RQ6, was addressed with a research survey of marketing managers themselves.

### 8.3 Summary of Key Findings

The objective of the first piece of research, the Delphi study, was to *identify the key competences and traits of the most effective marketing managers*. The tables below (Table 8-1, Table 8-2, and Table 8-3) show those competences and traits identified by the Delphi expert panel as being of greatest importance.

TECHNICAL COMPETENCES		
FORMULATING MARKETING STRATEGY	IMPLEMENTING & CONTROLLING MARKETING STRATEGY	ACCESSING & INTERPRETING MARKETING INFORMATION
r. Developing strategic marketing plans	s. Implementing strategic plans and managing marketing projects	k. Keeping up to date with industry and competitor activity
l. Understanding the needs of the business and its processes	m. Developing & introducing new products/brands and maintaining existing products/brands	j. Understanding, implementing and interpreting market research
n. Setting prices and strategically positioning product	t. Measuring the effectiveness of marketing programs	

Table 8-1: The most influential technical competences

<b>BEHAVIOURAL COMPETENCES</b>		
<b>THEY PROACTIVELY PUSH BOUNDARIES</b>	<b>THEY DEAL WELL WITH PEOPLE</b>	<b>THEY ARE BUSINESS MINDED</b>
f. Innovative thinking in new products and value propositions	b. Engaging with and being committed to customers	p. Strategic and forward thinking, vision and looking at the big picture
m. Leading, making decisions and initiating action	n. Persuading and influencing others	q. Focusing on results and oriented to the end goal
k. Taking responsibility and being accountable for decisions made and outcomes	c. Collaborating and cooperating across departments	
g. Being prepared to take calculated risks and being entrepreneurial		

Table 8-2: The most influential behavioural competences

<b>COURAGE TRAITS</b>
f. Energetic, enthusiastic, active or passionate
i. Highly motivated, driven or ambitious
g. Having integrity, honesty
l. Persistent, determined or having perseverance
e. Courageous, bold, tenacious or brave

Table 8-3: The most influential traits; courage traits

The objective of the second piece of research was to *determine the nature and extent of the influence relationships between marketing manager competences and traits, and marketing department capabilities*. In this study, marketing department capabilities comprise the five areas used by Verhoef and Leeflang (2009): *accountability, customer connectedness, innovativeness, creativity, and inter-departmental integration*.

		Technical Competences (TC)			Behavioural Competences (BC)			Courage Traits (COU)			
		Formulating Marketing Strategy (FMS)	Implementing Marketing Strategy (IMS)	Accessing and Interpreting Market Information (AMI)	Proactively Pushing Boundaries (PPB)	Dealing with People Well (DPW)	Being Business Minded (BBM)	Bravery (BRV)	Integrity (INT)	Perseverance (PER)	Zest (ZES)
Marketing Department Capabilities (MDC)	Accountability (ACC)	** <sub>1</sub> * <sub>2</sub>	** <sub>3</sub>		* <sub>1</sub>		* <sub>2</sub> * <sub>3</sub>		*		*
	Customer Connectedness (CUS)	*	*	* <sub>1</sub>	* <sub>1</sub>			*	*		*
	Innovativeness (INN)	* <sub>1</sub>			** <sub>1</sub>	* <sub>LM</sub>					*
	Creativity (CRE)		** <sub>1</sub>		*		* <sub>1</sub>				*
	Inter-dept. Integration (IDI)	* <sub>1</sub>	** <sub>2</sub>	* <sub>3</sub>	*	* <sub>1M</sub> * <sub>3</sub>	* <sub>2</sub>				*
Courage Traits (COU)	Influence on Behavioural Competences				* <sub>a,b,c</sub>			* <sub>a6</sub>		* <sub>b6</sub>	* <sub>c6</sub>
						* <sub>a,b,c,d</sub>		* <sub>a3</sub>	* <sub>b3</sub>	* <sub>c3</sub>	* <sub>d3</sub>
							* <sub>a,b</sub>	* <sub>a4</sub>		* <sub>b4</sub>	
	No. Influence paths, direct plus through Behavioural Comps.							14	5	13	14
Key:		*	Direct influence on Marketing Dept Capabilities								
		* <sub>1</sub>	Behavioural Competence increases the influence of Technical Competences on Marketing Dept Capabilities								
		* <sub>LM</sub>	Positive influence only occurs at Low (L) and Medium (M) levels of the Behavioural Competence								
		* <sub>a3</sub>	Influence of Courage Trait on Behavioural Competence(a) with number of Behavioural Competence influence paths								

Table 8-4: Summary of determinants of marketing department capabilities with additional influence of courage traits via mediation path of behavioural competences

As illustrated in Table 8-4, repeated from the discussion chapter, the study found that technical competences independently influence marketing department capabilities. Of key importance, however, was empirical evidence that behavioural competences interact with technical competences to affect marketing department capabilities. Behavioural competences, acting independently, also have some, but relatively little effect.

The second key finding is that courage traits have a significant and widespread effect on marketing department capabilities. The first area of influence of courage traits, as theory would suggest, is in influencing behaviours (behavioural competences) which, in turn, positively moderate technical competences and their influence on capabilities. Here *all* courage traits, as defined by Peterson and Seligman (Peterson and Seligman, 2004) are active in influencing behavioural competences. However, a second area of influence comes from courage traits acting *directly* on marketing department capabilities, where *zest*, is notable as having a positive effect on all areas of MDC, and *bravery* and *integrity* of two areas of MDC. The pervasive influence of courage traits, overall, is illustrated by the number of path of influence shown in the last row of Table 8-4.

## 8.4 Key Contributions to strategic marketing Theory

Demonstrated by two related pieces of research: the Delphi study and the research survey; this thesis provides four important contributions to domain of strategic marketing theory.

### ***Contribution One – The identification of the most influential competences and traits of effective marketing managers***

Effectiveness is based on the varied interpretations of those individuals best placed to determine them, ie. senior marketing and human resources executives and those researching such areas. Hence, the identification of the broad range of competences and traits required to achieve 'greatest effectiveness', is drawn from the same respondents; those who are most likely to know what is required of the marketing manager, not just in terms of knowledge and skills, but also in terms of behaviours and underlying traits.

Research related to these three areas, categorised according to human resource management theory as technical competences, behavioural competences and traits, has been identified as lacking in this field, and this is recognized in research gaps 1, 2 and 3 respectively. While existing strategic marketing theory recognizes the importance of individual competences in principle, theory that identifies *specific* competences and traits, is surprising in its omission. Extant literature has shown that there is a range of studies examining capabilities at *functional* level. Some studies do not explicitly state this, and capabilities sometimes appear to be individual skills. However, closer scrutiny shows that these studies, fall short of identifying *individual* characteristics. Several other studies present the *requirements of the position* rather than individual capacities or are theoretical rather than empirically based. Importantly, functional capabilities and individual competences should not be conflated as they represent different levels of analysis and are likely to have different influences.

The first contribution of this research is, therefore, the identification of specific, individual technical competences, behavioural competences and traits that have been found to be the most important in the effective Marketing Manager. These competences and traits, drawn from the Delphi study, are detailed in Chapter 4, Tables 4-7, 4-9 and 4-11. Of these, those of greatest importance overall are summarized in Chapter 5 Tables 5-2, 5-3 and 5-4, and repeated in the tables in section 8.3, above.

However, as those technical competences identified are already widely presented in marketing texts and professional training, the key contribution of this research comes from the identification of key behavioural competences and traits. These two areas are a substantial and original contribution to

knowledge in the field of strategic marketing with implications for organisations in providing guidance on marketing manager recruitment specifications, incumbent marketing manager 'characteristics audits', and subsequent management development programmes. There are also important benefits to be gained from incorporating behavioural competences and traits information in marketing education for professional qualifications, vocational training in further education and marketing channels in higher education. This is expanded upon under managerial and educational implications.

***Contribution Two – The finding that behavioural competences in marketing managers interact with technical competences to positively influence marketing department capabilities***

Literature already tells us that specific technical competences positively influence performance. It also contends that behavioural competences, which can be described as 'soft skills', work together with technical competences to influencing capabilities. However, the exact role of behavioural competences is unclear theoretically and absent empirically in human resource management literature. They could be considered to be working independently, alongside technical competences or they might be seen as interacting with them in some way. Understand their role matters because, if the latter is the case, then some technical competences may never emerge or become effective without particular behavioural competences accompanying them.

The second contribution of this research is, therefore, evidence of an interaction or moderating effect between behavioural and technical competences; that is, between knowledge and skills, and behaviours. The research survey has demonstrated that all three of the behavioural competences identified, interact with technical competences to positively influence marketing department capabilities, when without these behavioural competences, the technical competences *would not be significant* and, hence, lead to a reduced positive influence on marketing department capabilities (see Table 8-4 above).

This is a substantial and original contribution to knowledge in the field of strategic marketing as it identifies those specific behavioural competences that may be crucial in developing effective market managers who display the right technical competences. This is also a substantial and original contribution to knowledge in the field of human resource management where *empirical* evidence of this moderating relationship is absent.

***Contribution Three - The Identification of a group of particular marketing manager competences and traits which positively influence the marketing department capabilities identified by Verhoef and Leeflang (2009) and Verhoef et al. (2011)***

The particular marketing department capabilities used in this research are taken from research by Verhoef and Leeflang (2009) and Verhoef et al. (2011). Their research aimed to identify the determinants of Marketing Department Influence (MDI) in the firm and found that the marketing department capabilities of *accountability, innovativeness, customer connectedness* and *inter-departmental integration* (specifically with finance), were positively related to MDI. Two research papers demonstrate the positive influence of marketing department capabilities on marketing department Influence, which, in turn, positively influence business performance, both direct and through the mediator of market orientation. The management implications in both papers propose that marketing executives develop these capabilities in marketing through the development of individual capabilities and changes in organisational culture. However, research into this area of theory, particularly the determinants of marketing department capabilities themselves, has not been addressed.

The third contribution of this research has, therefore, been the identification of the determinants of the marketing department capabilities, found by Verhoef and Leeflang (2009), and Verhoef et al (2011), to be significant. These are detailed in Table 8-4 above. This is a substantial and original contribution to knowledge in the field of strategic marketing because it allows for the operationalization of these authors' research. This research identifies the *specific* characteristics at an *individual* level rather than functional level, which can be developed to positively influence marketing department capabilities. These, as determinants of marketing department influence, can, then, positively affect business performance.

***Contribution Four – The finding that courage traits have a pervasive and positive influence on marketing department capabilities***

The Delphi study highlighted that, of all trait groups identified, courage was the one which the expert panel believed was most important in effective marketing managers. The research study then hypothesized, in line with theory, that these would affect behaviours (behavioural competences), which was found to be the case. What was not expected was the additional, direct influence of these courage traits on marketing department capabilities.

The fourth contribution of this research is, therefore, an extension of Contribution Three but worthy of particular note: the finding that courage traits have a pervasive, beneficial effect on marketing

department capabilities. Their affects are pervasive because they are effective, as shown in Table 8-4 through three routes: firstly, they influence behavioural competences, some of which directly influence marketing department capabilities; secondly they positively influence behavioural competences which then positively moderate the effects of technical competences on marketing department capabilities; and thirdly they have direct effect on marketing department capabilities. It is clear that the absence of these courage traits would lead to reduced behavioural competences and, hence, reduced marketing department capabilities which, based on the work of Verhoef and Leeflang (2009) and Verhoef et al. (2011) would have a negative, knock-on effect on marketing department influence and business performance. This pervasive effect of courage traits supports its position as the most important group of traits, in the Delphi findings, and echoes much literature going as far back as the philosophers of ancient Greece. However, here, the importance of courage traits is based on *empirical* findings.

In addition to the role of courage as a higher order construct, the four constituents of courage: *bravery*, *integrity*, *perseverance* and *zest*; have their individual and slightly varying degrees of influence. Whilst influential in dealing with people, *integrity* has the least overall effect but remarkable is the effect of *zest* both direct on departmental capabilities and indirect on marketing manager behavioural (behavioural competences). *Bravery* and *perseverance* are the most influential in changing the behaviours which work alongside and mobilize the knowledge and skills (technical competences) of the marketing manager. All four constructs reflect characteristics which are clearly very significant to the capabilities, and therefore effectiveness, of marketing departments.

This is a substantial and original contribution to knowledge in the field of strategic marketing, and means that courage traits, collectively and individually, can be targeted for development with the confidence that they have been found, empirically, to be effective in developing marketing managers and departmental capabilities. Marketing managers may be selected in recruitment by examining courage trait scores. Incumbent marketing manager 'characteristics audits' may identify courage trait deficiencies for personal development. As with competences, courage traits can be promoted in marketing educational texts to support professional qualifications, and in further and higher education.



## 8.5 Minor theoretical and methodological contributions

There are some developments within this thesis that should be highlighted as clarifying existing theory, not least in the use of terminology. These may be regarded as more minor, although still important, contributions and these are summarized as follows.

### ***A clearer vocabulary for the discussion of competences and capabilities.***

It might be expected, in the crossover between strategic marketing and the two domains of strategic management and human resource management, that some of the same words might carry different meanings, or different words carry the same meaning. However, in addition to this, the same has been found *within* theory domains. There are two particular areas of confusion which this research addresses: the differences between *competence* and *competency* and the between *competence* and *capability*.

#### *Competence v Competency*

The Oxford English Dictionary describes these two words as synonymous and interchangeable (Simpson and Weiner, 1991). However, human resource management literature uses the words *competence* and *competency*, on *most* occasions, to describe the different phenomena of *knowledge and skills* (competence) and *behavioural repertoires* (competencies). The close similarity of the two words, means that the same group of literature sees them used them inconsistently. This brings confusion to the comprehension of academic writing.

The solution in this thesis, and a contribution of this research as a future precedent, has been to drop the term *competency* and consistently use the single noun, *competence*, with a qualifying adjective. This simple change means that the terms technical competences (competences) and behavioural competences (competency) unmistakably describe two different constructs: technical being *knowledge and skills*, and behavioural being *behavioural repertoires*.

#### *Competences v Capabilities.*

Unlike some areas of literature, particularly within the domain of strategic management (Prahalad and Hamel, 1990, Johnson et al., 2008), this thesis consistently uses the term *competence(s)* to describe individual, rather than group or organisational capacities. However, the term *capability(ies)* has also been used in literature to do the same (Day, 1994, Hooley et al., 2012). This can lead to confusion. This thesis has reinforced the principle put forward by Ulrich and Smallwood, that competences combine to create capabilities (2003). This can happen within a group or department,

where individual competences might combine to create a group or departmental capability, but can also be acquired at individual level where two competences may combine to make an individual capability. This is a contribution insofar as it reinforces the use of a more logical and consistent vocabulary that a capability is a combination of complementary competences.

### ***Use of a virtues approach to measure personal traits to develop competences***

As the first of objective of this research has been to identify normative characteristics; that is, characteristics seen in the most effective marketing managers, the decision was made to use a *character strengths and virtues* approach (Peterson and Seligman, 2004) to categorise trait characteristics in the Delphi study and in the assessment of courage traits in the research survey. This was in preference to non-normative psychometric trait testing typified by the 'big five' (McCrae and Costa, 1991). This use of character strength and virtue constructs in this manner is not unique but is a demonstration of their operationalization and utility when examining positive traits and modelling their influence. It, therefore, contributes to the value of the categorization of virtues developed by Peterson and Seligman (2004).

### ***Delphi as an exploratory tool in mixed methods research with formative constructs***

The writer's decision to use a modified Delphi process as an exploratory tool in this research, may not be original yet does not reflect common practice. It is believed that this decision has led to richer and more valid and useful results.

The initial decision was based on the key benefits of the Delphi process; that, if panel make up is very carefully considered, anonymity is maintained, informative feedback on total results is given and more than one questioning round allows for changes of view; then the results of the process can be more reliable than personal interviews or multiple discussion groups. This has two implications. Firstly, and as many studies can testify, the results of Delphi studies can be regarded as being more reliable than other qualitative methods, and hence of greater benefit. Secondly, it means that, when dealing in *formative constructs* such as the technical and behavioural competences in this research, the measurement scales developed from a Delphi research design are likely to have greater construct validity. The selection of well researched formative construct scale items is more important than when using reflective constructs (Diamantopoulos and Winklhofer, 2001).

In summary, when conducting mixed methods research that is likely to involve new, formative constructs, the added reliability of Delphi results is likely to make the measurement of the formative constructs at the quantitative stage, more valid and reliable.

## 8.6 Contribution to Managerial Practice and Education

### *Managerial Implications – Benefit to Practitioners*

The main benefits of this research have been explained in the key contribution section above. The research offers organisations information which can help develop the marketing department capabilities that can improve business performance. This has significant managerial implications for practitioners and can be effective in two areas: the training of existing staff and the recruitment of new.

### *Management Development*

In the conception and construction of management development programmes, the results of this research can facilitate content tailored to marketing managers. This may aim to develop particular areas of technical competence known to be influential, such as *implementation of marketing strategy* (IMS). Here the constituents of IMS, used in the Delphi and repeated in Table 8-1, above, may be focused on as separate areas for development eg. *managing marketing projects* or *measuring the effectiveness of marketing programmes*.

Particular behavioural competences may be developed by implemented activities to promote the concept of *being business minded*, a competence now known to interact with all three areas of: *formulating marketing strategy*, *implementing marketing strategy*, and *accessing and interpreting market information*; to positively influence capabilities.

Organizations may be intent on developing Innovativeness as a marketing department capability. In this case, marketing trainers may design a programme around the behavioural competence of *proactively pushing boundaries* (PPB) which the research demonstrates has both a direct and indirect influence on *innovativeness*. Considering the constituents of PPB (see Table 8-2), this may involve specific aspects of training dealing with *innovative thinking* or *initiating action*.

As the research shows a strong significant link between behavioural competences and courage traits, development programmes may also choose to develop the important traits in that area. For example, *zest* is demonstrated to have a significant direct effect on all five areas of marketing department capabilities (MDC), and an indirect effect on MDC through the behavioural competences of *proactively pushing boundaries* and *dealing with people well*. Programmes may, therefore, be designed to encourage *enthusiasm*, *vigour* and *energy* by, say, employing outward bound programmes. Such programmes may also be of benefit the development of *bravery*, which positive

influences all three areas of behavioural competences and directly influences *customer connectedness*.

### *Recruitment*

Recruiting new or potential marketing managers, gives organisations the chance to consider the competences and traits of candidates and hence their likelihood of contributing to increasing the capabilities of the marketing department. The publication of measurement scales to assess technical and behavioural competences and courage traits can replace the more conventional psychometric tests that candidates are subjected to. One difference would be that the characteristics presented would be rather more familiar concepts to the marketing manager undertaking the recruitment exercise. Furthermore, the areas assessed can be mapped against known areas of particular influence on capabilities. By doing this, the chances of recruiting the most effective marketing managers are enhanced.

### ***Implications for Marketing Education***

This research has opportunities for marketing educators, particularly those in further and higher education that are able to influence the content of professional qualifications and marketing degree programmes. It is self-evident that marketing texts are replete with the knowledge and skills; that is, the technical competences; that marketing managers are 'required' to possess. These same texts, however, demonstrate a paucity of guidance on the behaviours that should accompany or drive those technical skills; that is, the behavioural competences that marketing students, as future marketing managers, might develop. Importantly, however, a prerequisite for the use of this research in marketing educational publications, should be the publication of the research in a reputable academic journal. This would give greater credibility though having been peer reviewed, and also provide some copyright protection.

A noteworthy precedent for this is an area of theory allied to strategic marketing; that of personal selling and sales management. This has a stream of literature, albeit, limited, that deals with the characteristics of effective sales people (Barrie and Pace, 1997, Cron et al., 2005) and has resulted in some sales management texts including chapters dealing with personal characteristics for salesforce selection (Johnston and Marshall, 2013). Such sections in marketing texts are rare and, even then, unlikely to be based on empirical research.

The results of this research present an opportunity for an empirically founded framework of competences and traits to be cited in marketing texts for use by academics and educators for the enlightenment of students as potential future marketing managers.

## **8.7 Reflections on Research Approach**

In addition to the limitations of the study detailed in the discussion chapter, it is also recognized that, on reflection, certain decisions regarding the research approach on both the Delphi study and the research survey, might have been improved upon, and that such action may have enabled the research to be undertaken sooner and, possibly, with more reliable and valid results.

### ***Database and vetting questionnaire to speed up Delphi panel identification***

The total individuals targeted at the outset of the Delphi numbered 82. Those that were able to be successfully contacted direct by email, and who were identified as fulfilling the selection criteria, numbered 44 respondents. Whilst this was deemed to be a sufficient number of responses to undertake the Delphi study, a greater number had been expected. However, this took five months to achieve; significantly longer than anticipated; and it is likely that a greater number would have added to the validity of the results.

An alternative approach would have been to have accessed a database of chief executives, marketing directors and other relevant positions, and vetted recipients for their suitability using a questionnaire. It is believed that this could have led to a larger number of willing and appropriate respondents agreeing to take part sooner. As a result, the subsequent collection of the data may have taken place sooner and with richer responses with the subject still at the forefront of respondents' minds.

### ***Alternative to the Delphi approach***

The first objective of this research: to identify the key competences and traits of the most effective marketing managers; could have been achieved using methods other than the modified Delphi adopted. These alternatives were evaluated in Chapter Three and a justification provided for selecting Delphi. In retrospect, however, some changes could have been considered which may have made the research easier and quicker to undertake, and possibly more reliable.

Although the Delphi process was effective, one alternative that could have been adopted would have been a mixture of qualitative discussion groups and quantitative surveys.

A number of Initial discussion groups could have been used to brainstorm characteristics of effective marketing managers and the possible categories (technical competences, behavioural competences, traits) for those characteristics. This would have given the researcher the opportunity, 'on the spot', to question and probe each discussion group until it was felt an appropriate breadth of data had been gathered. The Delphi study was able to give initial respondents an 'open book' in detailing important characteristics, but they were based on existing theory ie. directed towards the three categories of technical and behavioural competences and traits. Furthermore, in the second and third rounds, the respondents' scope for changing or adding, was limited.

This initial discussion group could have been followed by questionnaires requiring respondents to place characteristics into groupings. The validity of these groupings could then have been addressed by a further discussion group. Notwithstanding the known drawbacks of discussion groups (eg. peer pressure, geographic location etc.), this format may have given greater validity to the results and may have been richer in detail.

### ***Comparing marketing with desirable characteristics in other management positions***

This research thesis set out with the first objective of identifying *the key competences and traits of the most effective marketing managers*. One criticism that can be made of the research is that it is unclear whether these competences and traits are, in combination, unique to the marketing manager, or whether they might apply to all managers in organisations. Literature from the Human Resources domain was examined in Chapter Two, and Appendix A2 shows a number of empirical studies of executive and management competences, many of which are present within the Technical and behavioural competences identified by the Delphi study. For example, the 'supra competences' identified by Dulewicz (1989) have a number of similarities. However, what makes this thesis unique is that it shows the combination of competences which, together, make the marketing manager effective in that particular role. This means that the results of this thesis have a unique value. Nevertheless, in retrospect it would have been possible to have phrased the Delphi questions in such a way that two sets of characteristics could have been identified: one for the general executive or managers and the other for the marketing manager. Whilst executive and general management competences would have been of passing interest only, this would have enabled those competences that are unique to the marketing manager, to be identified.

### ***Marketing manager effectiveness as perceived by other departments within the organization***

The Delphi study set out to establish the characteristics of effective marketing managers. Views of effectiveness were sought from areas which the writer perceived as most influential within the organisation; that is, CEOs, marketing directors and senior HR executives, and views beyond this group were only represented by academic researchers. While this follows the Delphi precedent of selecting a panel of supposed 'experts' in the field, it is based on the perceptions of the writer's own 30 years' experience in industrial organisations.

In retrospect, this decision ignores influences beyond the experience of the writer. There may be organisations where senior executives from other disciplines, particularly at board level, have influence over the selection of marketing managers, and, therefore, attitudes which should be accounted for in this research. Views could have been considered from senior executives from operations, research and development, purchasing, and accounting and finance. This would acknowledge the broad reaching interaction of the marketing manager role in the organisation, as expressed by Maltz and Kohli (1996), and as represented in the research survey as the marketing department capability of *inter-departmental Integration*.

The value of researching such attitudes would enable the research to identify differing perceptions of effectiveness. While this would have departed from the traditional Delphi 'expert panel' model, this could have provided valuable information regarding how, and possibly why, perceptions of marketing department influence varies between departments, as found by Verhoef and Leeflang (2009).

### ***The influence of organisational culture and managerial style on marketing department capabilities***

An early examination of management and organisational behaviour literature had led to the original plan to include two additional variables in the proposed conceptual model examining determinants of marketing department capabilities. These were *organisation culture* using the *competing values framework* of Cameron and Quinn (2011); and *managerial style* using the categories establish and measured by Sadler (1970). However, after the research into competence and trait literature revealed the complex array of technical and behavioural competences and traits, it was concluded that the inclusion of organisational culture and managerial style as variables in the model, would make a long questionnaire even longer and the subsequent data analysis, overly complex. The two variable were, therefore, excluded.

In hindsight, this may have been an unwise decision as either or both variable may well have a significant influence on capabilities. Nevertheless, this does open up an opportunity for further research in the area of personal characteristics in marketing managers and how, culture and managerial style might interact with their influence on marketing department capabilities.

## **8.8 Directions for Future Development and Research**

### ***Intervention tool for organizations***

The contribution and managerial implications of this research demonstrate that the findings are potentially beneficial to organisations who employ and recruit marketing managers. However, this invites the question of how the research findings can be most effectively operationalized in organisations, and raises the possibility that a structured *intervention tool* based on research findings may be of benefit. This could be used by senior executives to develop marketing department capabilities within organisations or by external consultants to do the same.

Regarding the design of such a tool, it would be based around the three areas of technical competences, behavioural competences and courage traits. The finding that technical competences (knowledge and skills) in marketing, are crucial to effective marketing management and departmental capabilities, is unlikely to be of surprise to organisations, and of all areas this is most easily addressed using traditional education and training. The unique characteristics of this intervention tool are likely to be the identification of the need to develop behavioural competences and courage traits; benefits identified in two of the key research contributions. These highlighted that marketing *knowledge and skills* (technical competences) are of limited benefit unless accompanied by particular marketing manager *behavioural repertoires* (behavioural competences). The also highlighted the pervasive role of courage traits in influencing the capabilities of the marketing department both directly, and indirectly through Behavioural and technical competences.

The existing and new measurement tools used in this research, would enable quick and simple audits of competences and traits of existing managers to take place, along with an assessment of their current effectiveness through the measurement of perceived marketing department capabilities. Results are likely to show levels of competences and traits which, in isolation, mean little without further research. Nevertheless, where positive relationships have been demonstrated to exist by this research, it can be assumed that any increase in levels is likely to positively influence marketing department capabilities.



To progress the development of such an intervention tool, it is proposed that further research be considered in the form of a series of *case study interventions*. The purpose of these case studies would be to both evaluate the feasibility of the implementation tool, and provide real and credible examples of the tool's successful application, promotable to prospective organisational clients. The evaluation of existing marketing managers in these organisations and their current levels of department capability would be followed by a structured training programme to develop technical competences, behavioural competences and Traits, with an emphasis on those which the research survey has demonstrated have a significant positive effect on capabilities. The content of such a development programme is, clearly, crucial and is briefly considered in the next section. Following an appropriate period of time for the management development training to take place, a second measurement of competences and traits and marketing department capabilities would take place, enabling changes in competences, traits and marketing department capabilities to be assessed.

Results would demonstrate the viability of the intervention tool and determine the extent to which it can be more widely applied.

### ***The Processes of developing behavioural competences and courage traits in Marketing Managers***

Opportunities for developing areas of technical competences, otherwise known as knowledge and skills in marketing, already exist in the form of vocational qualification such as the Chartered Institute of Marketing (CIM) qualifications and marketing degrees in higher education. However, the development of behavioural competences and courage traits is less clear and would require further secondary research of theory and literature, particularly in the field of human resource management and psychology. As an example of existing theory which would be of use in such training, a examination of existing literature reveals, for example, texts dealing with one aspect of the behavioural competence, proactively pushing boundaries. This includes texts such as *Innovative Thinking* (Barak and Goffer, 2002) and *Personal Accountability* (Miller, 1998). There are also texts dealing with the development of particular courage traits such as *bravery* (Lester et al., 2010), *integrity* (Srivastva, 1988) and *vitality* (Moxley, 1999). Access to appropriate subject areas and training facilities should be able to be achieved by partnering with selected management coaching consultants. Such partnerships may a vehicle through which the planned case studies could be implemented. Alternatively such organisations may simply provide training and coaching services.

### ***Cross-cultural studies of marketing manager competences and traits***

The respondent lists purchased for this research and the sample sourced and analysed, comprised UK based companies and marketing managers only. Results only apply therefore to UK marketing managers. There is a possibility that the influence of technical and behavioural competences and courage traits on marketing department capabilities may be quite different in countries with different cultures, as might be suggested by Hofstede (1984). The research study by Verhoef and Leeflang (2009), that isolated the five marketing department capabilities used in this research study, recognized that these capabilities might vary between countries and, as a result, undertook a cross-national investigation (Verhoef et al., 2011). This led to a picture of the similarities and differences between national cultures regarding the marketing department capabilities that were most important.

A duplication of this research across selected countries and cultures is, therefore, an area of possible interest for future research.

### ***Complementary or Competing characteristics at Individual and Departmental Level.***

The general conclusion of this research is that there is a positive relationship between the characteristics identified and marketing manager effectiveness (Delphi study) and in turn, marketing department capabilities (research survey). However, on reflection, this raises issues which present important potential areas of future research.

Firstly, at the individual marketing manager level, this research has not examined the extent to which a high measurement score in all of the positive characteristics identified, simultaneously, would be beneficial to marketing manager effectiveness; or whether particular combinations and different levels of characteristics may lead to greater effectiveness. For example, the innovative and interpersonal nature of *proactively pushing boundaries* and *dealing with people well*, present at high levels, may not sit well alongside the methodical and focused aspects of behaviour present in *being business minded*. Hence, greatest effectiveness at individual level may come from high levels of the former but lower levels of the latter; and, possibly, vice versa. Moreover, it may be implausible to expect these same characteristics at high levels in the same individual.

At departmental level, in one aspect, this may also be the case. If all characteristics are desirable at high levels in combination, but implausible or simply less common in the same individual, combining individuals with high levels of different attributes at departmental level may be the most likely and

the most pragmatic solution in aiming for high levels of marketing department capabilities. This would be in line with the theoretical position expressed in Figure 2-6 of the literature review.

Taking the scenario to its inevitable conclusion, if high levels of all the positive characteristics identified, are desirable and possible, simultaneously, in individuals, would a department full of such individuals be *even more* effective than a team with mixed levels as described above? Even if it were theoretically possible, the question would remain whether a department of such highly individually effective 'clones', would be tenable in practice, or whether conflict between strong personalities may lead to short lasting or diminished departmental capability.

These issues, therefore, present an important area of future research which can build on the conclusions of this thesis by further exploring the complex relationships between traits and competences in marketers, and the capabilities of the marketing department.

## 8.9 Conclusion

This research set out to *determine the marketing manager characteristics that positively influence the capabilities of the marketing department*. To achieve this, a mixed method approach was employed, initially to identify those characteristics and then to examine their interrelationships and influences.

The decision to use a modified Delphi study as a qualitative tool to initially identify these characteristics, was based on the belief that high quality results would be obtained due to the important benefits of the process. The study, undertaken with over 40 marketing 'experts', identified groups of technical and behavioural competences of greatest importance, and showed that courage traits dominate the traits that 'experts' regard as being of greatest importance. Based on human resource theory, these technical competences, behavioural competences and courage traits, specific to marketing managers, represented what experts, in the field of managing, recruiting, training and researching marketing managers, saw as reflecting the characteristics of the most effective marketing managers. As the foundation of the research, this represents the crucial and underlying contribution of the Delphi study.

The research survey, undertaken with over almost 300 respondent marketing managers, confirmed theory from human resource management, that technical competences; the knowledge and skills possessed by the marketing manager; were likely to be instrumental in influencing departmental capabilities. Based on psychology theory, it was also of little surprise that courage traits were found

to positively influence behavioural competences; the behavioural repertoires of the marketing manager.

Two findings do, particularly, stand out. Firstly, hypothesised based on human resource management theory, it was expected that behavioural competences would positively interact with technical competences. This was found to be the case with many individual competences and is of great significance because no literature, even beyond the strategic marketing domain, has been found which empirically demonstrates the moderating effect of Behavioural on technical competences. This has, therefore, been an important contribution to strategic marketing theory and to HRM theory.

The second and more surprising finding was that courage traits have such a wide reaching influence. courage traits influence behavioural competences which affect capabilities both directly and via technical competences. However, it also influences capabilities directly. This pervasive effect of the courage traits of *bravery, perseverance, integrity* and *zest*, is a significant contribution to strategic marketing in demonstrating the importance of this particular group of traits; or virtue, as they can collectively be termed. This reflects the *executive* nature of courage as a virtue; a virtue so important because it enables all others.

To conclude, and as explained in the introduction to this thesis, the interest in researching the competences and traits of marketing managers originates from the writer's observations, as a marketing practitioner of 30 years, of marketing managers with 'questionable effectiveness'. The writer's subsequent awareness in entering academia, of the body of literature covering marketing department influence and the reading of milestone publications such as the MSI research priorities regarding this subject area (MSI, 2006), led to an awareness of the work of Verhoef and Leeflang (2009) and Verhoef et al. (2011) and their findings that particular marketing department capabilities were determinants of marketing department influence and, in turn, marketing orientation and business performance. An important motive for, and final contribution of, this research is, therefore, the continuation of their work in identifying determinants of these marketing department capabilities, in such a manner that they can be operationalized through the development of marketing managers themselves.

It is hoped, therefore, that the findings of this research might herald the 'beginning of the end' of the untouchable and slippery (Baker and Holt, 2004), fly-by-night and profligate marketing managers (Matthews, 2002) who pedal fads (McDonald and Wilson, 2004) and get little respect in the boardroom (Schultz, 2003). This would be achieved through the operationalization of this research

taking the profession into an era where marketing managers are not only technically, but behaviourally competent; where they are proactive and push boundaries, deal with people well, and are business minded; and where they possess the underlying traits of bravery, integrity, perseverance and zest; that is, courage.

===== END=====

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## **10 APPENDIX**



## APPENDIX A LITERATURE REVIEW (CH. 2)

### Appendix A.1 Marketing capabilities, their level in the organisation and link to business performance

	Construct	Level in firm	Capabilities Identified	Capabilities determined Theoretical or Empirical?	Comment and empirical links to business performance
(Möller and Anttila, 1987)	Marketing Capability	Small businesses – organisational level.	External : - the ability to undertake effective external macro, competitor and customer analyses. Internal: - marketing management skills such as segmentation and positioning - capabilities in the development and implementation of marketing strategy, - the effectiveness in integrating with key functions of the firm - the level of influence marketing has on the overall operational activities of the organisation	Theoretical paper with support from two case study organisations	Define <i>marketing capability</i> as a complex combination of human, market and organisational assets of a firm. Human assets are the number and competence levels of those making marketing decisions. Marketing capability falls into two areas – external and internal fields.
(Leonard-Barton, 1992)	Core Capabilities (not marketing specific)	Applicable to all levels.	Four areas of core capability <ul style="list-style-type: none"> <li>• Knowledge and skills</li> <li>• Technical Systems</li> <li>• Managerial systems</li> <li>• Values and norms. (limited to empowerment of project members and status of the dominant disciplines at the firm.)</li> </ul>	Theoretical paper with illustrative data from 20 case studies over 5 firms	These are core capabilities of the firm in relation to new product development and as such as not specifically marketing capabilities. However, the paper is one of few which recognized the importance of values in conjunction with knowledge and skills.
(Day, 1994)	Marketing Capabilities (“The Capabilities of the Market-	Group (dept.)	-Inside out processes: Financial management, cost control, technology development, integrated logistics, manufacturing/transformation processes, human resources management, environment health and safety -Outside-in processes: Market sensing, customer linking, channel bonding, technology monitoring	Theoretical paper	The link to business performance is based on a reminder that “the growing body of research” indicates that market orientation impacts on business performance and that these capabilities

	Construct	Level in firm	Capabilities Identified	Capabilities determined Theoretical or Empirical?	Comment and empirical links to business performance
	Driven Organization")		-Spanning processes: Customer order fulfilment, pricing, purchasing, customer service delivery, new product/service development, strategy development		enable firm to become more market driven.
(Hooley et al., 1998)	Marketing capabilities	Organizational, Functional and Individual	<p>-Corporate level: Market orientation, organisational learning, portfolio management, market sensing, resource utilization, innovation, planning processes</p> <p>-Group level: Customer orientation, group learning, interpersonal skills, marketing, operations, New product development, group tasks</p> <p>-Individual level: Customer care, individual learning, self-management, external focus, internal focus, coordinating skills, Individual tasks</p> <p>Each of these 3 levels cover strategic, functional and operational capabilities</p>	Theoretical	Marketing capabilities in the context of RBV strategy provide the means to achieve sustainable competitive advantage.
(Vorhies, 1998)	Marketing Capabilities	Functional	Advertising, personal selling and promotion, pricing, market research, product/service development and management, distribution.	Theoretically derived capabilities used in empirical research	Three areas were found to positively influence marketing capabilities: business strategy, information processing capability and organisational structure. Also found that those SBUs with the best developed marketing capabilities, were also the most effective ie. those achieving superior performance.
(Hooley et al., 1999b)	Marketing Capabilities	Organizational level	Uses Webster's (1992) hierarchy of marketing capabilities comprising marketing culture. Marketing strategy and marketing operations. Marketing operations largely comprises Day's (1994) three areas of inside-out, outside in and spanning capabilities.	Theoretically derived capabilities (Day 1994) used in empirical research	Results support the importance of marketing capabilities in explaining superior business performance. Also supports the proposition that outside in are more effective than inside out marketing capabilities
(Fahy et al., 2000)	Marketing Capabilities	Organizational and	-Market orientation: customer & competitor orientation plus inter-functional coordination.	Theoretically derived capabilities	Research found that leadership in these marketing capabilities is positively associated with performance

	Construct	Level in firm	Capabilities Identified	Capabilities determined Theoretical or Empirical?	Comment and empirical links to business performance
		functional level	-Time horizon of firm's strategic decision making: adopting longer term strategic horizon. -Positioning capabilities: differentiating product quality, service quality and price levels in relation to competition	constructs used in empirical research	
(Vorhies and Morgan, 2005a, Morgan et al., 2009)	Marketing Capabilities	Functional levels	-Pricing -Product Development -Channel Management -Marketing Communication -Selling -Market Information Management -Marketing Planning -Marketing Implementation	Theoretically <u>and empirically</u> derived capabilities constructs used in empirical research	Vorhies et al. - All connected through to business performance as measured by 3 factors: customer satisfaction, market effectiveness and profitability Morgan et al. – Positive link between marketing capabilities and business performance
(Hooley et al., 2005)	Marketing resources (marketing capabilities alongside marketing assets)	Functional level	-Customer linking capabilities -Market Innovation Capabilities  (Note; Human Resources assets and reputational assets also list)	Theoretically derived capabilities constructs used in empirical research	Empirically demonstrates the link between all four market-based resources and performance (customer performance and market performance)
(Webster et al., 2005b)	Marketing Management Competencies	Functional level	-Measuring marketing productivity -Long versus short term emphasis -Innovations in product and strategy -Building Brand equity	Empirical qualitative research interviews and discussion group	These four areas are 'challenges that must be met' to prevent the decline and dispersion of marketing competence and regaining influence of marketing in the firm on the basis that "it can empirically demonstrate its contribution to business performance" (Webster et al., 2005a) p.46
(Krasnikov and Jayachandran, 2008)	Marketing Capabilities	Functional level	-Market sensing -Customer links -Building sustainable relationship with customers	Theoretical (ie. based on Day 1994)	Empirical tests showed that the three areas of marketing capability measured had a greater impact on firm performance than either R&D or operations. Performance measures were market performance (market share, profitability

	Construct	Level in firm	Capabilities Identified	Capabilities determined Theoretical or Empirical?	Comment and empirical links to business performance
					and sales) and efficiency performance (cost reduction, lead time reduction and time to market).
(Verhoef and Leeflang, 2009) (Verhoef et al., 2011)	Marketing Department capabilities	Marketing Dept. level	i/ Accountability ii/ Innovativeness iii/ Customer Connection iv/ Integration/cooperation with other depts..	Theoretical	The capabilities i, ii and iii, are found to be determinants of marketing dept. influence. Capability iv, only with regard to integration with finance dept. Marketing Dept. influence is positively related to business performance both through the mediator of Market Orientation but also directly.
(Wu, 2013)	Marketing Capability	Organizational level	-Number of months ahead the firm planned its product mix and target markets -Number of months ahead it allocated the human necessary resources -Number of months ahead it made the necessary investment These are proxy measures based on (Vorhies and Morgan, 2005b) and (Morgan et al., 2009)	Theoretical	Empirical research showed that these marketing capabilities are positively related to performance but this is moderated by the institutional context within which different firms across the globe compete (level on economic development, legislative institutions and social attitudes)

## Appendix A.2 Taxonomies of Competence

Authors	Author term used for research area	Construct categories identified by author	Competences Identified	Competences determined Theoretical or Empirical?	Comment
(Tornow and Pintow, 1976)	Managerial Job Taxonomy – a system for classifying and evaluation executive positions.	Responsibilities, concerns, restrictions, demands and activities.	<ul style="list-style-type: none"> <li>-Product, marketing and financial strategy planning (long range thinking &amp; planning)</li> <li>-Coordination of other organisational units (coordinating efforts of others)</li> <li>-Internal business control (controls allocation of resources)</li> <li>-Products and service responsibility (quality, costs and marketability of products/service)</li> <li>-Public and customer relations (reputation of company's products/services)</li> <li>-Advanced consulting (application of specialist expertise)</li> <li>-Autonomy of action (considerable amount of discretion)</li> <li>-Approval of financial commitments (large financial authority) approvals)</li> <li>-Staff services (data acquisition, record keeping etc via supervisors)</li> <li>-Supervision (plan, organize and control others)</li> <li>-Complexity and stress (operate under pressure)</li> <li>-Advanced financial responsibility (large scale financial decisions)</li> <li>-Broad personnel responsibility (management of organisation's human resources)</li> </ul>	Empirical	These claim cover executive and management positions. The word competence/competency is not used
(Boyatzis, 1982)	Competency	Motives, traits, skills, self-image, social roles and knowledge	<p>Competencies fall into five clusters:</p> <p><i>Goal and action management:</i></p> <ul style="list-style-type: none"> <li>-Concern with impact ) symbols of power impacting others)</li> <li>-Diagnostic use of concepts (deductive thinking)</li> <li>-Efficiency orientation (doing things better)</li> <li>-Proactivity</li> </ul> <p><i>Leadership:</i></p> <ul style="list-style-type: none"> <li>-Self-confidence (decisiveness or presence)</li> <li>-Use of oral presentation 9effective communicators)</li> <li>-Logical thought (place events in causal sequence)</li> <li>-Conceptualization (recognize patterns in information)</li> </ul>	Empirical	These competencies are a mix of behavioural competences, technical competencies, cognitive ability and traits

Authors	Author term used for research area	Construct categories identified by author	Competences Identified	Competences determined Theoretical or Empirical?	Comment
			<p><i>Human resource management:</i></p> <ul style="list-style-type: none"> <li>-Management group process</li> <li>-Use of socialized power (personal influence used to build networks etc)</li> <li>-Positive regard (belief in others)</li> </ul> <p><i>Focus on others:</i></p> <ul style="list-style-type: none"> <li>- Perceptual objectivity (not limited to subjective view, biased or prejudiced))</li> <li>-Self-control (at trait level) (inhibit personal need for sake of organisational needs)</li> <li>-Stamina and adaptability (at trait level)(sustained energy and willing to be flexible and adapt to change)</li> </ul> <p><i>Directing Subordinates:</i></p> <ul style="list-style-type: none"> <li>-Developing others (help someone do their job)</li> <li>-Use of unilateral power (use forms of influence to gain compliance)</li> <li>-Spontaneity (express oneself easily and freely)</li> </ul>		
(Dulewicz, 1989)	Supra competences		<p><i>Intellectual</i></p> <ul style="list-style-type: none"> <li>-Strategic perspective (rises above detail)</li> <li>-Analysis and judgement (seeks information and identified problems 7 causes)</li> <li>-Planning and organizing (plans, prioritise and allocates resources)</li> </ul> <p><i>Interpersonal</i></p> <ul style="list-style-type: none"> <li>-Managing staff</li> <li>-Persuasiveness</li> <li>-Assertiveness and decisiveness</li> <li>-Interpersonal sensitivity</li> <li>-Oral presentation</li> </ul> <p><i>Adaptability</i></p> <ul style="list-style-type: none"> <li>-Adaptability and resilience</li> </ul> <p><i>Results orientation</i></p> <ul style="list-style-type: none"> <li>Energy and motivation</li> <li>Achievement motivation</li> </ul>	Empirical	Diadic research and factor analysis used to create group

Authors	Author term used for research area	Construct categories identified by author	Competences Identified	Competences determined Theoretical or Empirical?	Comment
			Business sense		
(Spencer and Spencer, 1993)	Competencies	Motive, traits, self-concept, knowledge and skill	<p><i>Achievement and action:</i></p> <ul style="list-style-type: none"> <li>-Achievement orientation (9competing against a standard of excellence)</li> <li>-Concern for order, quality &amp; accuracy (reduce uncertainty)</li> <li>-Initiative (preference for taking action)</li> <li>-Information seeking (curiosity &amp; desire to know more)</li> </ul> <p><i>Helping and Human Service</i></p> <ul style="list-style-type: none"> <li>-Interpersonal understanding (wanting to understand others)</li> <li>-Customer service orientation (desire to help other &amp; meet needs)</li> </ul> <p><i>Impact and Influence</i></p> <ul style="list-style-type: none"> <li>-Impact and influence (intention to persuade others)</li> <li>-Organizational awareness (understanding of power relationships in firms)</li> <li>-Relationship Building (build friendly relationship &amp; networks)</li> </ul> <p>Managerial</p> <ul style="list-style-type: none"> <li>-Developing others (foster development of others)</li> <li>-Directiveness-assertiveness &amp; use of positional power (making other comply)</li> <li>-Teamwork &amp; cooperation (intention to work cooperatively)</li> <li>-Team leadership (take role of leader in group; desire to lead others)</li> </ul> <p><i>Cognitive</i></p> <ul style="list-style-type: none"> <li>-Analytical thinking (breaking situation down causally)</li> <li>-Conceptual thinking (seeing the larger picture)</li> <li>-Technical/professional/managerial expertise (mastery of job0related knowledge and distribute to others)</li> </ul> <p><i>Personal Effectiveness</i></p> <ul style="list-style-type: none"> <li>-Self-control (keep emotion under control)</li> <li>-Self-confidence (belief in own capability)</li> <li>-Flexibility (work effectively in variety of situations)</li> <li>-Organizational commitment (ability/willingness to align behaviour with needs or organisation)</li> </ul>	Empirical (job competence specifications - content analysis)	Authors linked to, and therefore some similarities with Boyatzis

Authors	Author term used for research area	Construct categories identified by author	Competences Identified	Competences determined Theoretical or Empirical?	Comment
(Schroder, 1989) (Cockerill, 1994)	High performance competencies – Behavioural Framework	Cognitive, motivating, directional and achieving competencies. ability, technical competences and behavioural competences	<i>Cognitive Competencies:</i> -Information Search (gathering diverse information) -Concept formulation (builds framework & ideas on basis of information) -Concept flexibility (identifies alternative options) <i>Motivating Competencies:</i> -Interpersonal search (understands feelings of others) -Managing interaction (stimulates others to act) -Development orientation (develops wider understanding of skills needed for performance) <i>Directional Competencies:</i> -Self-confidence (confidence & clarity in dealing with issues) -Presentation (Communicate ideas clearly & with ease) -Impact (builds support for ideas; persuasive) <i>Achieving Competences</i> -Proactive orientation (believes can make things happen) -Achievement orientation (wants to do things better)	Empirical	Mix of cognitive ability, personal traits, technical competences and behavioural competences. Model considers: -Individual characteristics (knowledge, abilities, motivation, values, styles) -Basic competencies (more specialised, technical or functional skills) -High performance competencies (more generalized and transferable personal effectiveness skills)
(Woodruffe, 1993)	Competency/competencies	Behavioural Competence	-Breath of awareness to be well informed -Incisiveness to have a clear understanding -Reasoning to find ways forward -Organization to work productively -Drive to achieve results -Self-confidence to lead the way -Sensitivity to identify others' viewpoints -Cooperativeness to work with other people -Goal-orientation to win in the long-term	Theoretical	These are listed as generic competencies (behavioural competencies) that are used alongside job specific technical competences
(Borman and Brush, 1993) (Borman and	Managerial Performance Requirements	Functions, behaviours, roles, traits and skills. Behavioural	-Planning and organizing -Guiding, directing and motivating subordinates and providing feedback -Training, coaching and developing subordinates -Communicating effectively and keeping others informed -Representing the organisation to customers and the public	Theoretical, based on empirical literature	This mixes of technical competences with job roles and behavioural competences with traits. These 18 competencies map onto 4 very broad



Authors	Author term used for research area	Construct categories identified by author	Competences Identified	Competences determined Theoretical or Empirical?	Comment
Motowidlo, 1993)		performance requirements.	<ul style="list-style-type: none"> <li>-Technical proficiency</li> <li>-Administration and paperwork</li> <li>-Maintaining good working relationships</li> <li>-Coordinating subordinates and other resources to get job done</li> <li>-Decision making and problem solving</li> <li>-Staffing</li> <li>-Persisting in reaching goals</li> <li>-Handling crises and stress</li> <li>-Organizational commitment</li> <li>-Monitoring and controlling resources</li> <li>-Delegating</li> <li>-Selling and influencing</li> <li>-Collecting and interpreting data.</li> </ul>		<p>dimensions ((Kurz and Bartram, 2002):</p> <ul style="list-style-type: none"> <li>-Leadership and supervision</li> <li>-Interpersonal relations an communications</li> <li>-Technical behaviours and mechanics of management</li> <li>-Useful behaviours and skills (like job dedication)</li> </ul>
(Tett et al., 2000)	Taxonomy of managerial competence	Management behaviours, competency, competencies, traits	<p><i>Traditional functions</i></p> <ul style="list-style-type: none"> <li>-Problem awareness</li> <li>-Decision making</li> <li>-Directing</li> <li>-Decision delegating</li> <li>-Short term planning</li> <li>-Strategic planning</li> <li>-Coordinating</li> <li>-Goal setting</li> <li>-Monitoring</li> <li>-Motivating by authority</li> <li>-Motivating by persuasion</li> <li>-Team building</li> <li>-Productivity</li> </ul> <p><i>Task orientation</i></p> <ul style="list-style-type: none"> <li>-Initiative</li> <li>-Task focus</li> <li>-Urgency</li> <li>-Decisiveness</li> </ul>	Empirical	<p>Taxonomy comprises 9 clusters of competencies (behavioural competences). The authors claim the taxonomy will allow the "identification of predictor constructs ie. (personality traits)" (Tett et al., 2000)p.227</p>

Authors	Author term used for research area	Construct categories identified by author	Competences Identified	Competences determined Theoretical or Empirical?	Comment
			<i>Person orientation</i> -Compassion -Cooperation -Sociability -Politeness -Political astuteness -Assertiveness -Seeking input -Customer focus <i>Dependability</i> -Orderliness -Rule orientation -Personal <i>Responsibility</i> -Trustworthiness -Timeliness -Professionalism -Loyalty <i>Open Mindedness</i> -Tolerance -Adaptability -Creative Thinking -Cultural Appreciation <i>Emotional Control</i> -Resilience -Stress management communication -Public presentation -Written communication <i>Developing self and others</i> -Developmental goal setting -Performance assessment -Developmental feedback		

Authors	Author term used for research area	Construct categories identified by author	Competences Identified	Competences determined Theoretical or Empirical?	Comment
			<ul style="list-style-type: none"> <li>-Job enrichment</li> <li>-Self development</li> <li><i>Occupational acumen and concerns</i></li> <li>-Job knowledge</li> <li>-Organizational awareness</li> <li>-Quantity concerns</li> <li>-Quality concern</li> <li>-Financial concern</li> <li>-Safety concern</li> </ul>		
(Rainsbury et al., 2002)	Workplace competences	Hard and soft skills	<i>Hard skills</i> <ul style="list-style-type: none"> <li>-Computer literacy</li> <li>-Technical expertise</li> <li>-Organizational awareness</li> <li>-Analytical thinking</li> <li>-Personal planning and organisational skills</li> <li>-Written communications</li> <li>-Conceptual thinking</li> </ul> <i>Soft skills</i> <ul style="list-style-type: none"> <li>-Teamwork and cooperation</li> <li>-Flexibility</li> <li>-Relationship Building</li> <li>-Impact and influence on others</li> <li>-Initiative</li> <li>-Customer service orientation</li> <li>-Developing others</li> <li>-Directiveness</li> <li>-Team leadership</li> <li>-Self control</li> <li>-Willingness to learn</li> <li>-Organizational commitment</li> <li>-Interpersonal understanding</li> <li>-Self confidence</li> </ul>	Empirical	

Authors	Author term used for research area	Construct categories identified by author	Competences Identified	Competences determined Theoretical or Empirical?	Comment
			<ul style="list-style-type: none"> <li>-Information seeking</li> <li>-Achievement orientation</li> <li>-Order and quality</li> </ul>		
(Kurz and Bartram, 2002)	The 'Great Eight' Competencies		<i>Leading and Deciding (Need for power &amp; control)</i> <ul style="list-style-type: none"> <li>-Deciding and initiating action</li> <li>-providing leadership and supervision</li> </ul> <i>Supporting and cooperating (agreeableness)</i> <ul style="list-style-type: none"> <li>-Teaming working and supporting</li> <li>-Serving customers and clients</li> </ul> <i>Interacting and presenting (extraversion)</i> <ul style="list-style-type: none"> <li>-Relating and networking</li> <li>-Persuading and influencing</li> <li>-Communicating and presenting</li> </ul> <i>Analysing and interpreting ('g' or general reasoning ability)</i> <ul style="list-style-type: none"> <li>-Writing and reporting</li> <li>-Applying expertise and technology</li> <li>-Problem solving</li> </ul> <i>Creating and conceptualizing (openness)</i> <ul style="list-style-type: none"> <li>-Learning and researching</li> <li>-Creating and innovating</li> <li>-Forming strategies and concepts</li> </ul> <i>Organizing and executing (conscientiousness)</i> <ul style="list-style-type: none"> <li>-Planning and organizing</li> <li>-Delivering quality</li> <li>-Complying and persevering</li> </ul> <i>Adapting and coping (emotional stability)</i> <ul style="list-style-type: none"> <li>-Adapting and responding to change</li> <li>-Coping with pressures and setbacks</li> </ul> <i>Enterprising and performing (need for achievement)</i> <ul style="list-style-type: none"> <li>-Achieving results and developing career</li> <li>-Enterprising and commercial thinking</li> </ul>	Empirical based on content analysis of academic and practice-based models	Bases on 110 component competencies, grouped into 20 middle-level dimensions as detailed here) using similar language to that used in job analysis and descriptions. These are then group into 8 'top tier' competency factor 9 (shown in italics) which the authors describes reflecting psychological constructs that lie beneath competencies (behavioural competence)

Authors	Author term used for research area	Construct categories identified by author	Competences Identified	Competences determined Theoretical or Empirical?	Comment
(Tyagi and Sawhney, 2010)	Competencies and Knowledge	technical competences			
(Massaro et al., 2013) p261			Problem Solving - Creativity and self-confidence Collaborative skills Ability to communicate and interact with others Interpersonal relations and communications Work in groups and Team Global expertise / multicultural General culture Networking Global context character Complexity Ability to cope with uncertainty Plan Strategy and strategic planning Change Learning to learn Willingness to learn and accept responsibility. Professionalism Reliability Stress management Time management Employee motivation Leadership and influence ICT competences Decision-making Information management - Ethics Written and verbal communication skills		Massaro et al give a range of literature indicating the range and types of soft skills or competencies as they call them (Massaro et al., 2013) p.260  Soft Skills – words concept

## **APPENDIX B      METHODOLOGY (CH.3)**

## Appendix B.1 Ethical Approval Application

**Chris Richardson – Student No. 099104825**

**RESEARCH ETHICAL APPROVAL PhD SUBMISSION: 16-8-12 modded 27-2-13**

**Personal Courage as a Trait in Marketing Managers and its Effect as a Determinant of Marketing Department Capabilities**

<b>Study One - Delphi Research</b>	<b>Study Three - Cross-sectional market survey</b>
<b>STUDY OUTLINE</b>	<b>STUDY OUTLINE</b>
<p>The purpose of the study is to determine factors that are perceived as influential in determining marketing department capabilities as defined by Verhoef and Leeflang (2009).</p> <p>The study is intended to put into context the significance of <i>personal courage</i> as one of several likely determinants of these marketing capabilities and the relative significance of the expected moderators, <i>organizational culture</i> and <i>managerial style</i>.</p> <p>The approach taken in this Delphi study has been to propose a range of possible determinants and to request the respondents' views of their degree of influence using a Likert type scale. Respondents are also asked to state any additional factors of perceived influence not listed along with their degree of influence.</p> <p>The determinants proposed can be categorized into, Character Strengths or Virtues (Peterson and Seligman, 2004), Vices, Technical Marketing Competences (CIM), Organizational Culture (Cameron and Quinn, 2011), Managerial Style (Sadler, 1970), attitudes, subjectives norms as well as alternative organizational structures, organizational success, current state of the economy and health of the industry.</p> <p>It is intended that the results will help justify why personal courage has been chosen as the focus of the PhD research.</p>	<p>The purpose of this final study is to maximise the external validity of the overall research by examining the structural model in a cross-sectional market survey. The research will be undertaken with marketing managers and CEOs in approximately 200 organizations identified through the Chartered Institute of Marketing member database. The objective is to establish, with data from real organizations, the relationship between personal courage in marketing managers and the behavioural marketing competences, in those same managers, that are necessary to manifest marketing department capabilities as identified by Verhoef and Leeflang (2009).</p> <p>It is also proposed that the research be dyadic. In addition to responses from marketing managers regarding their own propensity to display specific behavioural marketing competences, the line director or CEO will also be asked to rate both the manager's level of personal courage and their propensity to display the same behavioural marketing competences. This will reduce the risk of social desirability bias that critics have levelled at the Verhoef and Leeflang (2009) research.</p> <p>Organizational culture and managerial style will also be measured and their influence assessed.</p>
<b>RISK/ANTICIPATED BENEFIT ANALYSIS</b>	<b>RISK/ANTICIPATED BENEFIT ANALYSIS</b>
<p>The key benefit of this research is that we will gain an insight into what are perceived <i>by experts</i> as the most influential factors in determining marketing department capabilities.</p> <p>As the proposed questionnaire will not explore personal or confidential matters, and as identities of panel members will remain anonymous, there are no apparent risks in undertaking this research.</p>	<p>The benefit of this research is that it will provide an externally valid insight into the relationship between personal courage and behavioural marketing competences. If this relationship is demonstrated, it will establish the link between personal courage in marketing managers, their behavioural marketing competences, marketing department capabilities and business performance.</p> <p>The questionnaires to be sent to marketing managers will assess personal courage. This may be regarded by some participants as information they would not be comfortable sharing with their CEO. Whilst participants in organizations will be evident to the CEO, all data submitted by the marketing manager will remain confidential and will not be shared with the CEO.. Similarly, assessments of the marketing manager by the CEO will also remain confidential.</p> <p>Little or no risk may be apparent to the CEO or line director. However, the marketing managers may feel at risk in being evaluated by the CEO regarding personal</p>

	courage and their propensity to display certain behavioural marketing competencies. They may feel it raises an opportunity for the CEO to unnecessarily and critically appraise their behaviour and performance. This may result in some marketing managers refusing to take part.
<b>INFORMED CONSENT</b>	<b>INFORMED CONSENT</b>
<p>Information will be provide to participants beforehand that outlines the purpose of the research, an indication of how extensive the survey is and how to approach the questions asked. It will also state that the candidate is under no obligation to complete the questionnaires and may discontinue at any time.</p> <p>Any participant not happy to participate during the first round will not be contacted in any subsequent rounds. For those included in any subsequent rounds, this information will be repeated.</p> <p><b>Clarification in response to Ethics Committee Review Document comment 6:</b>  Copy of consent form attached.(File: DelphiResearchStudy1ConsentForm26-2-13.docx)</p>	<p>Information will be provide to participants beforehand that outlines the purpose of the research, how long the questionnaire is likely to take to complete and how to approach the questions asked. It will also state that the candidate is under no obligation to complete the questionnaires and may discontinue at any time.</p> <p>Any participant not happy to participate during the first round will not be contacted in any subsequent rounds.</p> <p><b>Clarification in response to Ethics Committee Review Document comment 6:</b>  Copy of consent form is not attached but is likely to take a similar form. It is felt detailing the form at this preliminary stage would be of little benefit. It will be based on previous 2 forms, if necessary modified based on any adverse feedback.</p>
<b>SELECTION OF PARTICIPANTS</b>	<b>SELECTION OF PARTICIPANTS</b>
<p>As is typical of Delphi research, the participant sample will consist of a panel of <i>experts</i>. These are, “very informed people...(who are)... uniquely qualified to know about the problem...because of their immediate knowledge, scientific, technical, economic or other experience” (Hall, 2009, p.9). These experts will be involved in the field of marketing management and will comprise practitioners, consultants and academics, regardless of gender, race or ethnicity.</p> <p>It is planned to target 60 participants: 20 marketing management consultants, 20 marketing managers identified from the Chartered Institute of Marketing member database, and 20 marketing management academics from the HE community.</p>	<p>A purposive sample of approximately 200 organizations will be selected from the Chartered Institute of Marketing Database along with names of marketing managers and CEO or line director.</p>
<b>SAFEGUARDS: CONFIDENTIALITY &amp; ANONYMITY</b>	<b>SAFEGUARDS: CONFIDENTIALITY &amp; ANONYMITY</b>
<p>The Delphi method proposed necessitates the sharing of views amongst participants. However these participants do not meet one another and the identity of participants remains anonymous throughout the process.</p>	<p>The identity of participants in organizations will need to be shared between marketing manager and line director or CEO. All data collected will, however, remain anonymous as will all data collected in the study.</p>
<b>RESEARCH PLAN FOR COLLECTION, STORAGE &amp; ANALYSIS OF DATA</b>	<b>RESEARCH PLAN FOR COLLECTION, STORAGE &amp; ANALYSIS OF DATA</b>
<p>Collection: Data will be collected using an on-line questionnaire service (Bristol On-line). This will be accessed using a hyperlink in an email sent to each participant.</p> <p>Storage: Data collected will be stored on the researcher’s PC, access to which is password protected.</p> <p>Data Analysis: Data analysis will take place and results stored on the researcher’s PC.</p>	<p>Collection: Data will be collected using an on-line questionnaire service (Bristol On-line). This will be accessed using a hyperlink in the email sent to each participant.</p> <p>Storage: Data collected will be stored on the researcher’s PC, access to which is password protected.</p> <p>Data Analysis: Data analysis will take place and results stored on the researcher’s PC.</p>



<p><b>Clarification in response to Ethics Committee Review Document comment 6:</b>  A copy of the draft questionnaires to be used, are attached to this submission. These examine the influences of a variety of personal characteristics and external influences on the marketing manager's voluntary accountability, innovation, creativity, customer connectedness and interdepartmental integration. ( See File: DelphiFiveQuestionnaire27-2-13.docx)</p>	<p><b>Clarification in response to Ethics Committee Review Document comment 6:</b>  The content of the questionnaire to be sent to participants will be informed by the previous two studies. Consequently it is not currently available.</p>
<p><b>ABS REC RECOMMENDATIONS</b></p>	<p><b>ABS REC RECOMMENDATIONS</b></p>
<p>Recommendations will be followed. Electronic data saved for 5 years, physical data destroyed after 2 years and informed consent agreement letters stored electronically.</p>	<p>Recommendations will be followed. Electronic data saved for 5 years, physical data destroyed after 2 years and informed consent agreement letters stored electronically.</p>
<p><b>RESEARCH DESIGN/METHODS</b></p>	<p><b>RESEARCH DESIGN/METHODS</b></p>
<p>This is the first stage of a PhD research project that will move on to experiments and a market survey. Due to the uncertainty surrounding appropriate independent, influencing variables in the proposed structural model, the research method adopted is the Delphi. Delphi may be characterized as "a method for structuring a group communication process so that the process is effective in allowing a group of individuals, as a whole, to deal with a complex problem" (Linstone and Turoff, 1975, p.3).  Research will involve contacting participants on two or more occasions. On the second and each subsequent occasion, a summary of the "expert panel's" views collected in the last 'round' are presented to the participants. This is intended to inform the responses submitted in each subsequent round in order that a consensus be reached or, more likely, the deviation of results from the mean, minimised.</p>	<p>As a third and final stage of the research project, this will be a cross-sectional market survey that is intended to maximise the external validity of the overall research by examining the structural model with real organizations. It is also proposed that the research be dyadic using both the marketing manager and the line manager or CEO. This will reduce social desirability bias and increase external reliability.</p> <p><b>Clarification in response to Ethics Committee Review Document comment 4:</b>  It is the intention to initially contact Marketing Managers by email, based on the membership records of the Chartered Institute of Marketing (which we have gained permission to use). These Marketing Managers will be asked to participate in a survey to measure their personal characteristics and how they may relate to certain types of management behaviour. There is no intention to draw attention to the fact that these four characteristics, together, may represent personal courage; this may lead to social desirability bias. At the end of the questionnaire, the respondent will be asked whether they would be happy for similar questions regarding the marketing manager's personal characteristics and management behaviour, to be put to their line manager or director (likely to be Marketing Director or CEO, dependent on the size of the company). They would be assured that if "no", their line manager would not be approached. In any event it would be made clear that any data collected would be kept strictly confidential.</p> <p>NOTE: THE FEASIBILITY OF THIS DIADIC APPROACH IS TO BE CONSIDERED FOLLOWING PRECEEDING DISCUSSIONS WITH MARKETING MANAGERS AS TO WHETHER ALSO ASKING THE CEO OR CMO IS FEASIBLE. IF THIS SUGGESTS THAT A SIGNIFICANT PROPORTION OF MARKETING MANAGERS WOULD REQUEST THAT WE DO NOT CONTACT THE CEO, THEN THE STUDY WOULD BE RESTRICTED TO MARKETING MANAGERS ONL FROM THE OUTSET.</p>

ADDITIONAL INFORMATION	ADDITIONAL INFORMATION
<p><b>Clarification in response to Ethics Committee Review Document comment 5:</b></p> <p>There are no plans to supply the results of the survey to respondents. If, however, it is deemed to be necessary to motivate respondents to take part, or if it is specifically requested, respondents will be advised that results will be made available either of the individual study results, or (more likely) of the overall research project (comprising all three studies). This will be when the PhD research programme is completed and is likely to be in the form of a draft paper or papers.</p>	<p><b>Clarification in response to Ethics Committee Review Document comment 5:</b></p> <p>There are no plans to supply the results of the survey to respondents. If, however, it is deemed to be necessary to motivate respondents to take part, or if it is specifically requested, respondents will be advised that results will be made available either of the individual study results, or (more likely) of the overall research project (comprising all three studies). This will be when the PhD research programme is completed and is likely to be in the form of a draft paper or papers.</p>

**Attached Documents:**

- EthicsApplicationResponse&Recommendations30-9-12email2-10-12.docx
- DelphiFiveQuestionnaire27-2-13.docx
- DelphiResearchStudy1ConsnetForm26-2-13.docx
- QuasiExperimentQuesOutline27-2-13.docx
- QuasiExperimentStudy2ConsentForm26-2-13.docx

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*The Journal of Applied Behavioral Science*, 6, 3-19.
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*Journal of Marketing*, 73, 14-37.

## Appendix B.2      Ethical Approval Confirmation



Chris Richardson

ABS Research Student

Date: March 2013

Dear Chris,

I am pleased to be able to inform you that the ABS Research Ethics Committee has approved your ethics application. For future reference please quote 16:03/13.

Best wishes

Professor Jim Love

(Associate Dean of Research)

## **APPENDIX C      DELPHI STUDY (CH. 4)**

## Appendix C.1 Delphi Study – Targeted Participants

Company	Surname	First Name		Position	Category - in full	Email address
Worcester			Mr	Marketing Director	Practitioner Marketing Management	
Stelrad Radiators			Mr	Managing Director	Practitioner Marketing Management	
No company			Mr	Retired - ex Managing Director	Practitioner Marketing Management	
Lubrizol Inc			Mr	Marketing Manager - Europe	Practitioner Marketing Management	
Jaguar Land Rover			Mrs	Vice President Sales Operations	Practitioner Marketing Management	
Geberit			Mr	Managing Director UK & Ireland	Practitioner Marketing Management	
Bristan			Mr	Head of Commercial Sales	Practitioner Marketing Management	
Ariston Thermo UK Ltd			Mr	Managing Director	Practitioner Marketing Management	
Aga Rangemaster Group			Mr	Personnel Director	Practitioner Human Resources	
McGregor Springfield			Mr	Owner	Consultant Marketing Recruitment	
TenThirtyFive			Mr.	Director	Consultant Management Coaching	
Vaillant Group			Mr	UK Managing Director	Practitioner Marketing Management	
Teuco Guzzini SpA			Mr	CEO	Practitioner Marketing Management	
Stewart Milne Timber Systems			Mr	Sales Director	Practitioner Marketing Management	
P&G			Mr	Commercial Director	Practitioner Marketing Management	
No company			Mr	Retired - ex Managing Director	Practitioner Marketing Management	
Mercian Labels			Mr	Chairman	Practitioner Marketing Management	
Jaguar Land Rover			Mr	Head of Global Franchising	Practitioner Marketing Management	
Jaguar Land Rover			Mr	Head of UK Marketing	Practitioner Marketing Management	
Jaguar Land Rover			Ms	Global Brand Manager	Practitioner Marketing Management	
Jaguar Land Rover			Mr	Global Brand Manager	Practitioner Marketing Management	
Itho Daalderop (Itho UK Ltd)			Mr	Managing Director UK	Practitioner Marketing Management	
GM Treble Ltd			Mr	Director / General Manager	Practitioner Marketing Management	
Dimplex			Mr	Managing Director	Practitioner Marketing Management	
Conex Universal Ltd			Mr	Group Marketing Manager	Practitioner Marketing Management	
British Gas Business Services			Mr	Head of Energy Technology	Practitioner Marketing Management	
Service for Independent Living			Mr	Director	Practitioner Human Resources	
Ideal Stelrad Ltd			Mr	Group HR Director	Practitioner Human Resources	
Artemis Executive Consulting			Mr	Divisional Director and Sales	Consultant Marketing Recruitment	
Moorfields Corporate Finance			Mr	Partner	Consultant Management Financial	
Intuition			Mr	Partner	Consultant Management Coaching	
Viessman			Mr	Managing Director	Practitioner Marketing Management	
P&G			Ms	Head of Marketing - P&G	Practitioner Marketing Management	
Glen Dimplex Home Appliances			Mr	Chief Executive	Practitioner Marketing Management	
Coram shower Ltd			Mr	Managing Director	Practitioner Marketing Management	
Aly Design Ltd			Mr	Chairman	Practitioner Marketing Management	
Vaillant Group Ltd			Mr	HR Director	Practitioner Human Resources	
Start Monday Ltd			Mr	Director	Consultant Marketing Recruitment	
Cogent Elliot			Mr	Head of Strategy	Consultant Marketing Agency	
Moondance Business Consultants			Mr	Director	Consultant Business Consultants	
Deloitte LLP			Ms.	Brand & Marketing Director	Practitioner Marketing Management	
Deloitte LLP				HR Manager (supporting)	Practitioner Human Resources	
Paragon Group			Ms.	Head of Marketing	Practitioner Marketing Management	
Gatenby Sanderson			Mr	Senior Consultant	Consultant Recruitment	
Sustainable Power Ltd			Mr	Chief Operating Officer	Practitioner Marketing Management	
Envisage			Mr	CEO	Practitioner Marketing Management	
Eon Sustainable Energy			Mr	Head of Consultancy	Consultant Marketing Management	
Moores Furniture Group			Mr	Sales and Marketing Director	Practitioner Marketing Management	
Moore Arts Millom Ltd			Mr	Director	Practitioner Marketing Management	
Kensa Engineering			Mr	Operations Director	Practitioner Marketing Management	
Heatrae Sadia Heating / Santon			Mr	Product Manager	Practitioner Marketing Management	
Honeywell Building Solutions			Mr	General Manager, Energy	Practitioner Marketing Management	
Enertech International Ltd			Mr	Managing Director, Commercial	Practitioner Marketing Management	
Sarak Farrugia & Company				Owner	Practitioner Marketing Management	
Muller Dairy			Mr	Marketing Director	Practitioner Marketing Management	
SA Brains & Co Ltd			Ms	Head of Retail Marketing	Practitioner Marketing Management	
Grafton Group			Mr	Head of Marketing	Practitioner Marketing Management	
Geberit			Mr	Marketing Director	Practitioner Marketing Management	
Selco			Ms	Head of Marketing	Practitioner Marketing Management	
ETC			Mr	Marketing Director	Practitioner Marketing Management	
Pitch Consultants			Mr	Director	Consultant Marketing Recruitment	
Birbeck - London Uni			Prof.	Professor	Academic Human Res Devt/Mant	
Aston Uni			Dr	Lecturer	Academic Marketing Strategy	
Aston Uni			Mr	Teaching Fellow	Academic Marketing Strategy	
Aston Uni			Mr	Teaching Fellow	Academic Marketing Strategy	
Aston Uni			Dr	Lecturer	Academic u.napiersky@aston.ac.uk	
Aston Uni			Dr	Lecturer	Academic Human Res Devt/Mant	
Notts Trent Uni			Prof.	Professor	Academic Human Res Devt/Mant	
Zeppelin University			Prof.	Professor	Academic Marketing Strategy	
Rice School of Business			Prof.	Professor	Academic Marketing Strategy	
University of Miami Business School			Prof.	Professor	Academic Marketing Strategy	
Rollins College, Florida			Prof.	Professor	Academic Marketing Strategy	
Dortmund University			Prof.	Professor	Academic Marketing Strategy	
Friedrich Schiller University, Jena			Prof.	Professor	Academic Marketing Strategy	
Eidgenoessische Technid Highschool, Zurich			Prof.	Professor	Academic Marketing Strategy	
University of Passau			Prof.	Professor	Academic Marketing Strategy	
Zeppelin University			Prof.	Professor	Academic Marketing Strategy	
Durham University			Dr.	Lecturer	Academic Marketing Strategy	
University of East Anglia			Dr.	Lecturer	Academic Marketing Strategy	
Newcastle University			Prof.	Professor	Academic Marketing Strategy	
Cardiff University			Dr	Reader in Mktg & Strat	Academic Marketing Strategy	
University of Groningen			Prof.	Reader in Mktg & Strat	Academic Marketing Strategy	

Note: Table lists all targeted participants. The 48 respondents are shaded (personal data removed)

## Appendix C.2 Invitation to Participants – Example

**Richardson, Chris**

---

**From:** Richardson, Chris  
**Sent:** 11 September 2013 14:07  
**To:** [REDACTED]@gmail.com  
**Subject:** The Key Competences of Marketing Managers  
**Attachments:** DelphiPhaseOneConsentForm11-9-13.docx

**Categories:** Important

Hello [REDACTED]

As you may be aware, after finishing with Halstead Boilers in early 2007, I left industry altogether to lecture and research at Aston Business School (Aston University). My current area of research is, not surprisingly, marketing management but particularly the areas of marketing manager behaviour and traits that may lead to improved marketing capabilities and business performance.

I am writing to you in your professional capacity as a CEO to 'tap into' your broad experience of management and marketing, and I am hoping you will be willing to take part in a research study which examines the **Key Competences of Marketing Managers**; an area I know you're familiar with. It is your experience in the recruitment and management of marketing executives that I am keen to utilise; this is an area that less senior marketing roles are unlikely to have experienced at the appropriate level.

### The Delphi study

The type of study I am undertaking is known as a 'Delphi' study. Essentially the process works by your completing an initial questionnaire (c.20mins) the results of which would be collated with those of other participant 'experts' (around 50) comprising CEOs and directors, consultants and academics.

The summarized results will then be circulated back to you as part of a 'second round' where you will be asked to reconsider your original responses in the light of seeing 'the collective wisdom' of others with similar experience. This is then likely to be repeated on one more occasion, although the process can continue as many times as is felt necessary. (I'm hoping for just 3 rounds). As you will appreciate, the aim is to arrive at a closer consensus of opinion across the chosen groups of 'experts'.

The study is likely to be spaced out over a three to four month period and each of the questionnaires shouldn't take more than 20 minutes to complete. I am happy to share the final set of 'consensus' results with you.

If you are happy to participate, I would be really grateful if you could sign the attached Consent Form (electronically is OK) and return it to me; this is a requirement for all our research projects. On receipt of this I will sent you an email with a link to our survey website where the first questionnaire is presented to you. I will provide you with a unique username and password.

Please don't hesitate to call me (mobile [REDACTED]) or email with any questions you may have beforehand or at any time.

I do hope you will be able to take part in the survey and look forward to hearing from you.

Yours sincerely,

**Chris Richardson**

## Appendix C.3 Consent Form



### RESEARCH STUDY CONSENT FORM

**Project Title:**

A determination of the key competences and traits of marketing managers

**Title of Individual Study:**

Delphi Research Study

**Details of Researcher:**

Chris Richardson, Teaching Fellow, Marketing Group, Aston Business School, Aston University, Aston Triangle, Birmingham B4 7ET.

[Redacted area]

**Agreement by Participant:**

I understand that I have been selected as being particularly knowledgeable in the field being examined and that at each of the three stages of this Delphi type study, I will be asked to complete a survey which should take 20-25 minutes. I also understand that additional contact may take place to clarify some answers if necessary. The investigation has been described to me by the experimenter and I have been given the opportunity to ask questions.

I voluntarily agree to take part in this study and understand that I am free to terminate my participation at any point.

My participation is given in with my full awareness that...

- Participant identity will remain anonymous.
- My participation is likely to involve me in responding to approximately three questionnaires over a period of approximately three months
- My responses to the questions posed will be collated with others and my particular remarks are likely to be quoted for others to see in subsequent 'rounds' of this Delphi type study. However, my identity will not be revealed or associated in any way with these responses or remarks.
- I may be directly and confidentially asked by the researcher to explain some of my answers in more detail.
- I understand that, after the first questionnaire, there will be subsequent 'rounds' (probably 2) of this research study where
  - the collated view of all other participants will be presented along with specific remarks made.
  - I will be asked to consider the collective results of the previous round and will be given the opportunity to review my own responses from the last round
  - I am free to modify or my responses and remarks from those given in previous rounds.
- I am free to choose not to participate in subsequent rounds.

Name of Participant:	Name of Researcher: <i>Chris Richardson, Aston University</i>
Date:	Date:
Signature:	Signature:

## Appendix C.4 Delphi Round One Questionnaire – Practitioners

Marketing Manager Key Competences - Delphi Phase One (PCb)	Page 1 of 2
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# Aston University

## Birmingham

### Marketing Manager Key Competences - Delphi Phase One (PCb)

Page 1 of 3

### Research Study into the Key Competences of the Marketing Manager

Thank you for agreeing to take part in this research study. This is the first of what is likely to be a three stage research exercise, each of which will explore the same theme.

You have been invited to take part in this survey due to your experience in employing, managing or recruiting marketing managers, or your experience in lecturing or researching these areas.

This research aims to identify the 'competences' that are most likely to make a marketing manager highly effective in his/her position. As a professional with knowledge of this field, we would like your views on what you believe these competences to be. If you do not feel you have the knowledge, skills, or experience to answer questions in this area, please do not feel obliged to continue. We would stress, however, that we are expecting and, indeed, welcome a diverse range of views from practitioners, consultants and academics.

**What are competences?**  
A competence is defined as 'an underlying characteristic of a person which results in effective and/or superior performance in a job' (Klemp 1980). The disciplines of Marketing Management and Human Resources divide the competences of managers into two areas:

- Technical competences ie. knowledge, skills
- Behavioural competences ie. soft skills, types of behaviour, attitudes and motivations.

**What do we mean by 'marketing manager'?**  
- Due to widely varying levels of responsibility in relation to titles, we would like you to consider a marketing manager as any managerial position in marketing that has marketing mix responsibility. This should include positions such as Product Manager, Brand Manager or similar. Typically the role would be responsible for the following areas:

- \*Planning and managing implementation projects such as**
  - Developing and launching new products/services
  - Promotional campaigns
  - Pricing changes
  - Market research
- \*Strategy development including**
  - Market analysis including segmentation and targeting
  - Product/service specification, competitive positioning and pricing
  - Promotional strategy
  - Distribution channel strategy
- \*Setting budgets and measuring marketing effectiveness in new products and**

<https://www.survey.bris.ac.uk/?manifestid=159885&op=preview>

28/11/2013



**promotional campaigns****\*Communicating and interacting with distributors and end customers****\*Interacting with other departments within the organization****\*Managing and developing marketing staff***Your views from which perspective?*

We are interested in your professional assessment of the characteristics that are present in the most effective marketing managers. As you may not commonly consider personal characteristics from the perspectives examined in this study, each of the questions asked will require some consideration on your part. We hope to help you conceive these characteristics by asking you to consider highly effective marketing managers that you have known.

We would be grateful if you could dedicate an appropriate period of time to consider the six questions posed and we estimate that the questionnaire should take 20-25 minutes to complete.

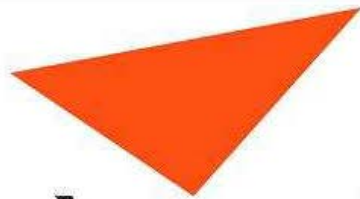
*Thank you.*

Note: You will be able to print off your results for your own reference once you've completed the survey. Also please note that your name, username and email address will appear on this print.

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# Aston University

## Birmingham

### Marketing Manager Key Competences - Delphi Phase One (PCb)

Page 2 of 3

### Research Study into the Key Competences of the Marketing Manager

#### IDENTIFYING TECHNICAL COMPETENCES (KNOWLEDGE & SKILLS)

##### What are Technical Competences?

These are job related knowledge, skills or abilities and are sometimes known as technical, functional or task skills. They consist of the knowledge or skills that are required to perform a particular function or type of job well. Many, but not all, will be specific to the job of marketing manager and non-transferable knowledge/skills. They do not include basic skills such as numeracy or literacy.

As an example, the technical competences expected of a good school teacher may include being able to select appropriate teaching techniques, recognizing stages of learning, the ability to plan lessons, understanding the requirement of the National Curriculum or having a depth of knowledge in a particular subject area.

Please begin by answering questions 1 & 2 relating to Technical Competences in Marketing Managers.

#### 1. Consider two of the most effective Marketing Managers you have known.

Now consider in what respects these individuals were similar in their **Technical Competences ie. knowledge and skills**. Please list as many areas of similarity that you can.

Areas of similarity in Knowledge and Skills	
<p><b>a.</b> The most effective marketing managers - similarities in knowledge/skills</p>	<div style="border: 1px solid black; height: 150px; width: 100%;"></div>

**2. Now think beyond The Marketing Managers that you have known.**

In your professional opinion, which other areas of Technical Competence (Knowledge and Skills) would you expect to see in the most effective Marketing Managers? Please list below.

Other areas of Knowledge and Skills	
<p><b>a. Other Knowledge/Skills found in the most effective Marketing Managers.</b></p>	<div style="border: 1px solid black; height: 150px; position: relative;"> <div style="position: absolute; top: -10px; right: 0;">↑</div> <div style="position: absolute; bottom: -10px; right: 0;">↓</div> </div>

### IDENTIFYING BEHAVIOURAL COMPETENCES (SOFT SKILLS, TYPES OF BEHAVIOUR, ATTITUDES, MOTIVATIONS)

**What are Behavioural competences?**

To do a job well, in addition to knowledge and skills, certain behaviours need to be displayed along with the ability and desire to behave in these ways. These 'behavioural competences' operate at a more subtle level than knowledge and skills and could also be described as soft skills, types of behaviour, attitudes or motivations.

As an example, behavioural competences expected in a good school teacher may include empathy and compassion for pupils, a high level of integrity, a disposition to take initiative, self-confidence and a positive outlook.

Please continue by answering questions 3 & 4 relating to Behavioural Competences in Marketing Managers.

**3. Consider the same two most effective marketing managers you have known.**

Now consider in what respects these individuals were similar in their **Behavioural Competences ie. soft skills/types of behaviour/ attitudes/motivations**. Please list as many areas of similarity that you can.

Areas of similarity in Soft Skills/Types of Behaviour/ Attitudes/Motivations	
<p><b>a. The most effective marketing managers - similarities in soft skills/types of behaviour/attitudes/motivations</b></p>	<div style="border: 1px solid black; height: 100px;"></div>

--	--

**4. Now think beyond The Marketing Managers that you have known.**

In your professional opinion, which other areas of Behavioural Competence (Soft Skills/Types of Behaviour/Attitudes/Motivations) would you expect to see in the most effective Marketing Managers? Please list these below.

	Soft Skills/Types of Behaviour/Attitudes/Motivations
<p><b>a. Other Soft Skills/Types of Behaviour/Attitudes/Motivations found in the most effective Marketing Managers.</b></p>	

### PERSONALITY TRAITS/VALUES/VIRTUES

We are now interested in learning what you believe are the most significant **personality traits, values or virtues** that influence and drive Behavioural Competences in the most effective Marketing Managers. However, unlike Behavioural Competences, these personality traits, values or virtues may not be clearly observable yet they influence and drive the soft skills/types of behaviour/attitudes/motivations.

As an example, a school teacher will have personality traits/values/virtues which underlie, influence and drive the Behavioural Competences described earlier. These may include such things as altruism, adaptability, self-control, conscientiousness, persistence or optimism.

Please complete this survey by answering questions 5 & 6 relating to personality traits, values and virtues in Marketing Managers.

**5. Once again, consider the two most effective Marketing Managers you have known.**

Now consider in what respects these individuals were similar in their **underlying personality traits, values and virtues**. Please list as many areas of similarity that you can.

--

Areas of similarity in Personality Traits/Values/Virtues	
<b>a.</b> The most effective marketing managers - similarities in personality traits, values and virtues.	<div></div>

**6. Now think beyond The Marketing Managers that you have known.**

In your professional opinion, which other **personality traits, values and virtues** would you expect to see in the most effective Marketing Managers? Please list these below.

Other Personality Traits, Values and Virtues	
<b>a.</b> Other Personality Traits, Values and Virtues found in the most effective Marketing Managers.	<div></div>

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## Birmingham

### Marketing Manager Key Competences - Delphi Phase One (PCb)

Page 3 of 3

#### Thank You for Your Time

This is a Delphi study, and as such, in the near future, a summary report of **all** responses will be sent to you. You will then be invited, in the light of this information, to revise your earlier response. The objective of this process is to develop a closer consensus of expert opinion regarding the Key Competences of the Highly Effective Marketing Manager.

We are hopeful that you will find this of interest and would be very grateful if you could participate in the next 'round' of this research.

If you have any queries please do not hesitate to call me.

Many thanks for your cooperation,

Chris Richardson  
Marketing Group  
Aston Business School  
Aston University  
Birmingham  
B4 7ET



#### What is a Delphi Research Study? (for your information)

The Delphi Research Method (name derived from from the Oracle of Delphi) was developed in the US during the late 1950s to enable more effective forecasting of the impact of technology on warfare (Dalkey & Helmer, 1963). It has since been used for a wide variety of other purposes. Its primary strength is that it involves the sharing information and knowledge with the aim of developing a closer consensus between participant 'experts' who never meet face-to-face. It uses the Hegelian dialectic process of thesis, antithesis and synthesis; that is, opinions or views are established, conflicting opinions or views are considered and a new agreement or consensus is reached. Throughout the process and in any final report, respondents remain anonymous to one another, eliminating the undue influence of other participants due to reputation or status and thus allowing the free expression of opinions and a lower resistance to the revision of earlier opinions.



## Appendix C.5 Delphi Round One Questionnaire – Academics

Marketing Manager Key Competences - Delphi Phase One (AC)


Page 1 of 2

[Back to My surveys](#)

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## Birmingham

### Marketing Manager Key Competences - Delphi Phase One (AC)

Page 1 of 3

### Research Study into the Key Competences of the Marketing Manager

Thank you for agreeing to take part in this research study. This is the first of what is likely to be a three stage research exercise, each of which will explore the same theme.

You have been invited to take part in this survey due to your experience in employing, managing or recruiting marketing managers, or your experience in lecturing or researching these areas.

This research aims to identify the 'competences' that are most likely to make a marketing manager highly effective in his/her position. As a professional with knowledge of this field, we would like your views on what you believe these competences to be. If you do not feel you have the knowledge, skills, or experience to answer questions in this area, please do not feel obliged to continue. We would stress, however, that we are expecting and, indeed, welcome a diverse range of views from practitioners, consultants and academics.

This research aims to identify the 'competences' that are most likely to make a marketing manager highly effective in his/her position. As a professional with knowledge of this field, we would like your views on what you believe these competences to be.

**What are competences?**  
A competence is defined as 'an underlying characteristic of a person which results in effective and/or superior performance in a job' (Klemp 1980). The disciplines of Marketing Management and Human Resources divide the competences of managers into two areas:

- Technical competences ie. knowledge, skills
- Behavioural competences ie. soft skills, types of behaviour, attitudes and motivations.

**What do we mean by 'marketing manager'?**  
- Due to widely varying levels of responsibility in relation to titles, we would like you to consider a marketing manager as any managerial position in marketing that has marketing mix responsibility. This should include positions such as Product Manager, Brand Manager or similar. Typically the role would be responsible for the following areas:

**\*Planning and managing implementation projects such as**

- Developing and launching new products/services
- Promotional campaigns
- Pricing changes
- Market research

**\*Strategy development including**

- Market analysis including segmentation and targeting

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28/11/2013

- Product/service specification, competitive positioning and pricing
- Promotional strategy
- Distribution channel strategy
- \*Setting budgets and measuring marketing effectiveness in new products and promotional campaigns**
- \*Communicating and interacting with distributors and end customers**
- \*Interacting with other departments within the organization**
- \*Managing and developing marketing staff**

*Your views from which perspective?*

We are interested in your professional assessment of the characteristics that are present in the most effective marketing managers. As you may not commonly consider personal characteristics from the perspectives examined in this study, each of the questions asked will require some consideration on your part.

We would, therefore, be grateful if you could dedicate an appropriate period of time to consider the three questions posed and we estimate that the questionnaire should take 20-25 minutes to complete.

*Thank you.*

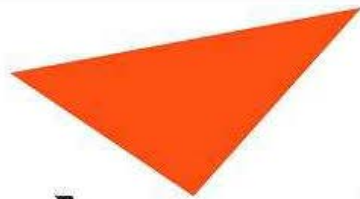
Note: You will be able to print off your results for your own reference once you've completed the survey. Also please note that your name, username and email address will appear on this print.

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# Aston University

## Birmingham

### Marketing Manager Key Competences - Delphi Phase One (AC)

Page 2 of 3

### Research Study into the Key Competences of the Marketing Manager

#### IDENTIFYING TECHNICAL COMPETENCES (KNOWLEDGE & SKILLS)

##### What are Technical Competences?

These are job related knowledge, skills or abilities and are sometimes known as technical, functional or task skills. They consist of the knowledge or skills that are required to perform a particular function or type of job well. Many, but not all, will be specific to the job of marketing manager and non-transferable knowledge/skills. They do not include basic skills such as numeracy or literacy.

As an example, the technical competences expected of a good school teacher may include being able to select appropriate teaching techniques, recognizing stages of learning, the ability to plan lessons, understanding the requirement of the National Curriculum or having a depth of knowledge in a particular subject area.

Please begin by answering question 1 relating to Technical Competences in Marketing Managers.

#### 1. Consider the characteristics of the most effective Marketing Managers.

In your professional opinion, which areas of Technical Competence (Knowledge and Skills) would you expect to see in the most effective Marketing Managers? Please list as many of these as you can.

Areas of Knowledge and Skills	
<p><b>a.</b> Knowledge/Skills found in the most effective Marketing Managers.</p>	<div style="border: 1px solid black; height: 150px; width: 100%;"></div>

## IDENTIFYING BEHAVIOURAL COMPETENCES (SOFT SKILLS, TYPES OF BEHAVIOUR, ATTITUDES, MOTIVATIONS)

### What are Behavioural competences?

To do a job well, in addition to knowledge and skills, certain behaviours need to be displayed along with the ability and desire to behave in these ways. These 'behavioural competences' operate at a more subtle level than knowledge and skills and could also be described as soft skills, types of behaviour, attitudes or motivations.

As an example, behavioural competences expected in a good school teacher may include empathy and compassion for pupils, a high level of integrity, a disposition to take initiative, self-confidence and a positive outlook.

Please continue by answering question 2 relating to Behavioural Competences in Marketing Managers.

### 2. Consider, once again, the characteristics of the most effective Marketing Managers.

In your professional opinion, which areas of Behavioural Competence (Soft Skills/Types of Behaviour/Attitudes/Motivations) would you expect to see in the most effective Marketing Managers? Please list as many of these as you can.

	Soft Skills/Types of Behaviour/Attitudes/Motivations
a. Soft Skills/Types of Behaviour/Attitudes/Motivations found in the most effective Marketing Managers.	

## PERSONALITY TRAITS/VALUES/VIRTUES

We are now interested in learning what you believe are the most significant **personality traits, values or virtues** that influence and drive Behavioural Competences in the most effective Marketing Managers. However, unlike Behavioural Competences, these personality traits, values or virtues may not be clearly observable yet they influence and drive the soft skills/types of behaviour/attitudes/motivations.

As an example, a school teacher will have personality traits/values/virtues which underlie, influence and drive the Behavioural Competences described earlier. These may include such things as altruism, adaptability, self-control, conscientiousness, persistence or optimism.

Please complete this survey by answering question 3 relating to personality traits, values and virtues in Marketing Managers.

### 3. Once again, consider the characteristics of the most effective Marketing Managers.

In your professional opinion, which **personality traits, values and virtues** would you expect to see in the most effective Marketing Managers? Please list as many of these as you can.

	Personality Traits, Values and Virtues
<b>a.</b> Personality Traits, Values and Virtues found in the most effective Marketing Managers.	<div></div>

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# Aston University

## Birmingham

### Marketing Manager Key Competences - Delphi Phase One (AC)

Page 3 of 3

#### Thank You for Your Time

This is a Delphi study, and as such, in the near future, a summary report of **all** responses will be sent to you. You will then be invited, in the light of this information, to revise your earlier response. The objective of this process is to develop a closer consensus of expert opinion regarding the Key Competences of the Highly Effective Marketing Manager.

We are hopeful that you will find this of interest and would be very grateful if you could participate in the next 'round' of this research.

If you have any queries please do not hesitate to call me.

Many thanks for your cooperation,


Chris Richardson  
Marketing Group  
Aston Business School  
Aston University  
Birmingham  
B4 7ET



#### What is a Delphi Research Study? (for your information)

The Delphi Research Method (name derived from the Oracle of Delphi) was developed in the US during the late 1950s to enable more effective forecasting of the impact of technology on warfare (Dalkey & Helmer, 1963). It has since been used for a wide variety of other purposes. Its primary strength is that it involves the sharing information and knowledge with the aim of developing a closer consensus between participant 'experts' who never meet face-to-face. It uses the Hegelian dialectic process of thesis, antithesis and synthesis; that is, opinions or views are established, conflicting opinions or views are considered and a new agreement or consensus is reached. Throughout the process and in any final report, respondents remain anonymous to one another, eliminating the undue influence of other participants due to reputation or status and thus allowing the free expression of opinions and a lower resistance to the revision of earlier opinions.

## Appendix C.6 Delphi Round Two Questionnaire

<p>Marketing Manager Key Competences - Delphi Phase Two (All)</p> <p> <b>Aston University</b> Birmingham</p> <p>Marketing Manager Key Competences - Delphi Phase Two (All)</p> <hr/>	<p>Page 1 of 19</p>
<p><a href="https://admin.onlinesurveys.ac.uk/account/aston/preview/delphiphasetwo/all?mode=view">https://admin.onlinesurveys.ac.uk/account/aston/preview/delphiphasetwo/all?mode=view</a></p> <p>Marketing Manager Key Competences - Delphi Phase Two (All)</p> <p>Page 1: Research Study into the Key Competences of the Marketing Manager</p>	<p>16/12/2016</p> <p>Page 2 of 19</p> <p>16/12/2016</p>

Thank you to those who participated in the first phase of this Delphi study and to those additional individuals who are now able to take part in this second phase.

The first phase of the research identified technical competences, behavioural competences and traits that respondents (ie. you and your fellow 'experts') found most likely to make marketing managers highly effective in their positions. All of the responses from Phase One have now been analysed and collated.

The inclusion in our 'expert panel' of practitioners, consultants, and academics has enabled us to garner a wide range of opinion from those experienced, not just in the management of marketing managers but also those involved in recruitment, coaching, and research. These areas contribute to a broader, richer picture of the capabilities that are likely to make marketing managers particularly effective.

The Delphi approach used in this research means that the range of themes shown represents ALL participant responses. This means that themes may be revealed to you that you had not originally considered and which you may now recognize as important.

As the following page will show, responses from the first questionnaire are categorized into technical competences, behavioural competences and traits. Within these categories, similar themes have been grouped together under one heading as they represent related concepts. For example *leading*, *making decisions*, and *initiating action* are grouped together, as are *persistence*, *perseverance* and *determination*. As you will see, analysis of the first round responses resulted in around 20 themes in each of the three main categories. These all now need to be explored in terms of their relative importance.

**This questionnaire, lists each competence or trait identified and asks you to rate its importance in three different ways. This may appear repetitive but it will enable us to, more effectively, separate the more from the less important.**

**A reminder of what we mean by *marketing manager*....** Due to widely varying levels of responsibility in relation to titles, we would like you to consider a marketing manager as any managerial position in marketing that has marketing mix

responsibility. This should clearly include positions such as Marketing Manager, Product Manager and Brand Manager but also other titles carrying similar areas of responsibility.

We would estimate that this questionnaire should take you broadly the same amount of time as the first. As previously promised, we will be very happy to share the results of this research with you.

Thank you for your cooperation.

## Page 2: Research Study into the Key Competences of the Marketing Manager

**TECHNICAL COMPETENCES (KNOWLEDGE & SKILLS)**
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16/12/2016

Marketing Manager Key Competences - Delphi Phase Two (All)

Page 6 of 19

1. "Please imagine what you would regard as being THE MOST EFFECTIVE MARKETING MANAGERS. Using data presented from the first round of this research, could you please indicate what you would regard as the most important Technical Competences - but shown in 3 different ways (in 3 different columns). We would suggest you answer all Column 1 questions first, return and answer Column 2, then finally complete Column 3"

	Column 1 Please indicate the level of importance of each, where 1 is UNIMPORTANT and 7 is EXTREMELY IMPORTANT							Column 2 Please indicate the relative importance of each, by ALLOCATING 100 POINTS between all of them (so that the total adds up to 100) Note: as a guide, as there are 20 Technical Competences identified, they would each score 5 if scored equally	Column 3 Please indicate the RANKING of your TOP FIVE by placing a 1,2,3,4 or 5 alongside them
	1	2	3	4	5	6	7		
Being mentally agility, numerate and analytical	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
Having wide industrial experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
Having a marketing qualification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>

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16/12/2016

Managing budgets and having good accounting and financial skills										
Making effective presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
Communicating effectively and articulately, verbally and in writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
Undertaking statistical analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
Understanding and fully utilising IT software	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
Possessing good negotiation skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
Understanding, implementing and interpreting market research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
Keeping up to date with industry and competitor activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
Understanding the needs of the business and its processes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>

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Developing & introducing new products/brands and maintaining existing products/brands	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
Setting prices and strategically positioning products	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
Understanding marketing communications activities and managing outside agencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
Understanding distribution channels and routes to market	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
Managing data and understanding/using customer relationship management (CRM) systems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
Developing strategic marketing plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>

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Implementing strategic plans and managing marketing projects										
Measuring the effectiveness of marketing programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>	

**BEHAVIOURAL COMPETENCES (SOFT SKILLS, TYPES OF BEHAVIOUR, ATTITUDES, MOTIVATIONS)**

2. "Please imagine what you would regard as being THE MOST EFFECTIVE MARKETING MANAGERS. Using data presented from the first round of this research, could you please indicate what you would regard as the most important Behavioural Competences - but shown in 3 different ways (in 3 different columns). We would suggest you answer all Column 1 questions first, return and answer Column 2, then finally complete Column 3"

	Column 1 Please indicate the level of importance of each, where 1 is UNIMPORTANT and 7 is EXTREMELY IMPORTANT							Column 2 Please indicate the relative importance of each, by ALLOCATING 100 POINTS between all of them (so that the total adds up to 100) Note: as a guide, as there are 19 Behavioural Competences identified, they would each score 5.25 if scored equally	Column 3 Please indicate the RANKING of your TOP FIVE by placing a 1,2,3,4 or 5 alongside them
	1	2	3	4	5	6	7		
Advocating and promoting the value of marketing within the organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
Engaging with and being committed to customers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>

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Collaborating and cooperating across departments									
Showing loyalty to the business	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
Actively communicating within the organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
Innovating thinking in new products and value propositions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
Being prepared to take calculated risks and being entrepreneurial	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
Maintaining a work life balance and having interests and experience beyond work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
Networking and relationship building	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>

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Working as a team player	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="text"/>	<input type="text"/>
Taking responsibility and being accountable for decisions made and outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="text"/>	<input type="text"/>
Managing people, listening and motivating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="text"/>	<input type="text"/>
Leading, making decisions and initiating action	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="text"/>	<input type="text"/>
Persuading and influencing others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="text"/>	<input type="text"/>
Organizing well and being methodical	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="text"/>	<input type="text"/>
Strategic and forward thinking, vision and looking at the big picture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="text"/>	<input type="text"/>
Focusing on results and oriented to the end goal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="text"/>	<input type="text"/>

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16/12/2016

Challenging conventions and traditional ways of doing things	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="text"/>	<input type="text"/>
Being friendly and approachable with a sense of humour and fun	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="text"/>	<input type="text"/>

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## PERSONALITY TRAITS

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16/12/2016

Marketing Manager Key Competences - Delphi Phase Two (All)

Page 16 of 19

3. "Please imagine what you would regard as being THE MOST EFFECTIVE MARKETING MANAGERS. Using data presented from the first round of this research, could you please indicate what you would regard as the most important Traits - but shown in 3 different ways (in 3 different columns). We would suggest you answer all Column 1 questions first, return and answer Column 2, then finally complete Column 3"

	Column 1 Please indicate the level of importance of each, where 1 is UNIMPORTANT and 7 is EXTREMELY IMPORTANT								Column 2 Please indicate the relative importance of each, by ALLOCATING 100 POINTS between all of them (so that the total adds up to 100) Note: as a guide, as there are 20 Traits identified, they would each score 5 if scored equally	Column 3 Please indicate the RANKING of your TOP FIVE by placing a 1,2,3,4 or 5 alongside them
	1	2	3	4	5	6	7			
Adaptable, flexible and willing to change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="text"/>	<input type="text"/>
Aggressive or ruthless	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="text"/>	<input type="text"/>
Creative or artistic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="text"/>	<input type="text"/>
Conscientious, hardworking or thorough	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="text"/>	<input type="text"/>

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16/12/2016

Courageous, bold, tenacious or brave	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
Energetic, enthusiastic, active or passionate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
Having integrity, honesty and fairness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
Inquisitive or curious	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
Highly motivated, driven or ambitious	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
Positive, optimistic or trusting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
Patient or tolerant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
Persistent, determined or having perseverance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>

<https://admin.onlinesurveys.ac.uk/account/aston/preview/delphihasetwo/all?mode=view>

16/12/2016

Realistic, pragmatic or practical	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
Reliable, dependable or trustworthy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
Thick skinned or resilient to criticism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
Self confident or belief in self	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
Sociable, outgoing or gregarious	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
Emotionally intelligent, self aware or self controlled	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
Respectful, empathetic or showing humility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
Charismic, engaging personality or respected	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>

<https://admin.onlinesurveys.ac.uk/account/aston/preview/delphihasetwo/all?mode=view>

16/12/2016

### Page 3: Thank you for your time

If you have any queries please do not hesitate to call me.

Many thanks for your cooperation,

Chris Richardson Marketing Group Aston Business School Aston University Birmingham B4 7ET

### For your information...What is a Delphi Research Study?

The Delphi Research Method (name derived from the Oracle of Delphi) was developed in the US during the late 1950s to enable more effective forecasting of the impact of technology on warfare (Dalkey & Helmer, 1963). It has since been used for a wide variety of other purposes. Its primary strength is that it involves the sharing information and knowledge with the aim of developing a closer consensus between participant 'experts' who never meet face-to-face. It uses the Hegelian dialectic process of thesis, antithesis and synthesis; that is, opinions or views are established, conflicting opinions or views are considered and a new agreement or consensus is reached. Throughout the process and in any final report, respondents remain anonymous to one another, eliminating the undue influence of other participants due to reputation or status and thus allowing the free expression of opinions and a lower resistance to the revision of earlier opinions.

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## Appendix C.7 Delphi Round Three Questionnaire

Marketing Manager Key Competences - Delphi Phase Three (Final)	Page 1 of 2
<div><a href="#">Back to My surveys</a><a href="#">Home</a><a href="#">About Bristol Online Surveys</a><a href="#">Contact Us</a></div>	
 <h1>Aston University</h1> <h2>Birmingham</h2> <h3>Marketing Manager Key Competences - Delphi Phase Three (Final)</h3> <div><a href="#">Edit this page</a></div> <div>Page 1 of 3</div> <h4>Research Study into the Key Competences of Marketing Managers</h4> <p><b>Thank you to those who participated in the first and/or second phase of this Delphi study.</b></p> <p>The first phase of the research identified Technical Competences, Behavioural Competences and Traits that you and your fellow 'experts' found most likely to be found in the most effective marketing managers.</p> <p>The second phase of the research enabled all participants to see the collective response from our 'expert panel' of practitioners, consultants, and academics and gave you the opportunity to rank, in three different ways, the <i>importance</i> of the individual characteristics identified. Our results demonstrated a high level of correlation between the three collection methods used. This supports the validity of the measures and gives us a reliable picture of our panel's rankings of the most important Technical Competences, Behavioural Competences and Traits found in the most effective marketing managers.</p> <p>Tables detailing these competences and traits are shown on the following page. These were also detailed in a short PowerPoint presentation attached to the email inviting you to participate in this third and final stage of the research. You will notice that Technical Competences, Behavioural Competences and Traits have each been sub-divided into category headings (such as Transferable Business Skills or Cognitive Abilities within Technical Competences). These enable us to group together competences or traits of a related nature and are based on similar categorizations found in published research. This does NOT suggest that the characteristics grouped together in a category are synonymous; they merely share similarities and display areas of difference and so are closer in nature to the cases in their own category than to cases in other categories.</p> <p><b>Z values</b></p> <p>Crucially, the level of importance of each <i>individual</i> characteristic (competence or trait) is indicated by the <i>z value</i> stated alongside it. These <i>z values</i> are based on Delphi Phase Two results (average of the three collection methods used). All of those characteristics with a <i>z value</i> above zero are of <i>above average</i> importance; all of those below zero, of <i>below average</i> importance; the greater the positive score, the more important the characteristic; the greater the negative score, the less important the characteristic.</p> <p>The <i>Total z values</i> for any category, therefore, indicates the relative importance of that category as a whole, as determined by <i>your</i> collective Delphi Phase Two responses.</p>	
<a href="https://www.survey.bris.ac.uk/?manifestid=208093&amp;op=preview">https://www.survey.bris.ac.uk/?manifestid=208093&amp;op=preview</a>	15/12/2014

**The following page repeats these tables for your consideration and each section includes a series of questions. We would be most grateful if you could spare the time to respond to these.**

You should find this final questionnaire a little simpler and quicker to complete than previous!

**Thank you for your cooperation.**

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## Marketing Manager Key Competences - Delphi Phase Three (Final)


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### Research Study into the Key Competences of the Marketing Manager

#### For your information - the Interpretation of z values

The level of importance of each *individual* characteristic (competence or trait) is indicated by the *z value* stated alongside it. These *z values* are based on Delphi Phase Two results (average of the three collection methods used). All of those characteristics with a *z value* above zero are of above average importance; all of those below zero, of below average importance; the greater the positive score, the more important the characteristic; the greater the negative score, the less important the characteristic.

The *Total z values* for any category, therefore, indicates the relative importance of that category as a whole, as determined by your collective Delphi Phase Two responses.

Our first three questions give you the opportunity to indicate your level of agreement with our representation of your views regarding competence/trait importance - as shown by these "Total z values".

#### QUESTION ONE - TECHNICAL COMPETENCES - RESULTS OF DELPHI PHASE TWO - SPLIT BY CATEGORY

##### PLEASE READ THIS INFORMATION AND EXAMINE THE TABLE BEFORE ANSWERING THE QUESTION.

An examination of Delphi studies 1&2 has led to the identification of **six categories within Technical Competences**. These are explained as follows...

*Accessing and Interpreting Marketing Information*, *Formulating Marketing Strategy*, and *Implementing & Controlling Marketing Strategy* are three separate categories consisting of technical competences that relate specifically to the marketing role.

There are a number of areas of technical competence, however, which are not marketing specific; competences that are likely to be required in other managerial roles in the business. This category has been termed *Transferable Business Competences*.

Competences such as Mental Agility and Level of Articulation are largely stable characteristics. These are, therefore, categorized as *Cognitive Traits*.

Marketing Qualifications and Industrial Experience are not competences that can be developed. As such they are regarded as a separate category named *Qualifications & Experience*.

FORMULATING MARKETING STRATEGY	Z Value	IMPLEMENTING & CONTROLLING MARKETING STRATEGY	Z Value	COGNITIVE ABILITY	Z Value	ACCESSING & INTERPRETING MARKETING INFORMATION	Z Value	QUALIFICATIONS & EXPERIENCE
r. Developing strategic marketing plans	5.5	s. Implementing strategic plans and managing marketing projects	5.0	a. Being mentally agile, numerate and analytical	3.4	k. Keeping up to date with industry and competitor activity	1.0	b. Having relevant experience
l. Understanding the needs of the business and its processes	2.0	m. Developing & introducing new products/brands and maintaining existing	1.0	f. Communicating effectively and articulately, verbally and in writing	3.0	j. Understanding, implementing and interpreting market research	0.5	c. Having qualifications
n. Setting prices and strategically positioning product	0.6	t. Measuring the effectiveness of marketing programs	0.9			p. Understanding distribution channels and routes to market	-0.3	
		o. Understanding marketing communications activities and managing outside	-0.2			q. Managing data and understanding/using customer relationship management (CRM)	-0.7	
<b>Total z values</b>	<b>8.1</b>	<b>Total z values</b>	<b>6.8</b>	<b>Total z values</b>	<b>6.4</b>	<b>Total z values</b>	<b>0.4</b>	<b>Total</b>

THE QUESTION THAT FOLLOWS GIVES YOU THE OPPORTUNITY TO INDICATE YOUR LEVEL OF AGREEMENT WITH THE REPRESENTATION OF YOUR DELPHI TWO RESPONSES. PLEASE CONSIDER THE ABOVE TABLE AND ANSWER THE FOLLOWING QUESTION

#### 1. Please recall the most effective Marketing Managers you have known.

Now indicate how important the following categories of competence are in relation to one another.

Do this by allocating 100 points between the 6 categories.

Please indicate the relative importance of these Technical Competence categories by allocating 100 points between the groups.	
a. Formulating Marketing Strategy	<input type="text"/>
b. Implementation & Controlling Marketing Strategy	<input type="text"/>
c. Cognitive Ability	<input type="text"/>
d. Accessing & Interpreting Marketing Information	<input type="text"/>
e. Qualifications & Experience	<input type="text"/>
f. Transferable Business Competences	<input type="text"/>

#### QUESTION TWO - BEHAVIOURAL COMPETENCES - RESULTS OF DELPHI PHASE TWO - SPLIT BY CATEGORY

PLEASE READ THIS INFORMATION AND EXAMINE THE TABLE BEFORE ANSWERING THE QUESTION.

Our analysis of Delphi studies 1&2 has led to the identification of **four categories within Behavioural Competences**. These are explained as follows...

A willingness to *Proactively Push Boundaries* is evident in such areas as being innovative, initiating action, taking responsibility and being prepared to take calculated risks which all demonstrate a preparedness to move issues forward whilst remaining responsible for the outcomes.

Taking a broader, strategic view of situations, yet remaining focused on the end goal, represents the characteristic of *Being Business Minded*.

*Dealing with people well* is apparent in a manager's willingness to engage with both customers and other departments within the organization and interact with, as well as engage with and influence others.

Finally, having a sense of humour at work and maintaining a balance between work and play suggests *Having a Friendly Balanced Approach to Work*.

THEY PROACTIVELY PUSH BOUNDARIES	Z Value	THEY DEAL WELL WITH PEOPLE	Z Value	THEY ARE BUSINESS MINDED
f. Innovative thinking in new products and value propositions	3.5	b. Engaging with and being committed to customers	4.0	p. Strategic and forward thinking, vision and looking at the big picture
m. Leading, making decisions and initiating action	3.3	n. Persuading and influencing others	0.7	q. Focusing on results and oriented to the end goal
k. Taking responsibility and being accountable for decisions made and outcomes	1.8	c. Collaborating and cooperating across departments	0.5	o. Organizing well and being methodical
g. Being prepared to take calculated risks and being entrepreneurial	1.2	l. Managing people, listening and motivating	-0.1	a. Advocating and promoting the value of marketing within the organization
r. Challenging conventions and traditional ways of doing things	-1.1	e. Actively communicating within the organization	-0.5	d. Showing loyalty to the business
		i. Networking and relationship building	-0.9	
		j. Working as a team player	-1.6	
<b>Total z values</b>	<b>8.9</b>	<b>Total z values</b>	<b>2.0</b>	<b>Total z values</b>

THE QUESTION THAT FOLLOWS GIVES YOU THE OPPORTUNITY TO INDICATE YOUR LEVEL OF AGREEMENT WITH THE REPRESENTATION OF YOUR DELPHI TWO RESPONSES. PLEASE CONSIDER THE ABOVE TABLE AND ANSWER THE FOLLOWING QUESTION

2. Please recall the most effective Marketing Managers you have known.  
Now indicate how important the following categories of competence are in relation to one another.  
Do this by allocating 100 points between the 4 categories.

Please indicate the relative importance of these Behavioural Competence categories by allocating 100 points between the groups.	
a. Proactively Pushing Boundaries	<input type="text"/>
b. Dealing with People Well	<input type="text"/>
c. Being Business Minded	<input type="text"/>
d. Having a Friendly and Balanced Approach to Work	<input type="text"/>

## QUESTION THREE - TRAITS - RESULTS OF DELPHI PHASE TWO - SPLIT BY CATEGORY

PLEASE READ THIS INFORMATION AND EXAMINE THE TABLE BEFORE ANSWERING THE QUESTION.

The traits identified in Delphi studies 1 and 2 have been grouped into 6 categories representing virtues or character strengths as proposed in the field of positive psychology. They are explained as follows...

*Wisdom and Knowledge* includes traits related to the acquisition and use of information in the service of the 'good life'.

*Courage* includes traits related to the exercise of will to accomplish goals in the face of opposition, either internal or external.

*Humanity* includes traits manifest in caring relationships with others... dispositions to tend and befriend

*Justice* includes traits related to the optimal interaction between the individual and the group or the community.

*Temperance* includes traits that protect us from excess

Finally, *Transcendence* includes traits that allow individuals to forge connections to the larger universe and provide meaning to their lives.

COURAGE		JUSTICE		WISDOM & KNOWLEDGE		TRANSCENDENCE		TEMPERANCE
<i>Traits related to the exercise of will to accomplish goals in the face of opposition, external or internal</i>	Z Value	<i>Traits related to the optimal interaction between the individual and the community</i>	Z Value	<i>Traits related to the acquisition and use of information</i>	Z Value	<i>Traits that allow individuals to forge connections to the larger universe and provide meaning to their lives</i>	Z Value	<i>Traits that protect us from excess</i>
f. Energetic, enthusiastic, active or passionate	4.4	g. Fairness	2.0	a. Adaptable, flexible and willing to change	5.0	j. Positive, optimistic or trusting	0.3	r. Responsible
i. Highly motivated, driven or ambitious	3.3			h. Inquisitive or curious	1.5			d. Hardworking
g. Having integrity, honesty	2.0			m. Realistic, pragmatic or practical	-2.0			
l. Persistent, determined or having perseverance	1.0			c. Creative or artistic	-4.0			
e. Courageous, bold, tenacious or brave	0.3							
n. Reliable, dependable or trustworthy	-0.8							
p. Self confident or belief in self	-0.9							
o. Thick skinned or resilient to criticism	-4.1							
<b>Total z values</b>	<b>5.1</b>	<b>Total z values</b>	<b>2.0</b>	<b>Total z values</b>	<b>0.5</b>	<b>Total z values</b>	<b>0.3</b>	<b>Total z values</b>

THE QUESTION THAT FOLLOWS GIVES YOU THE OPPORTUNITY TO INDICATE YOUR LEVEL OF AGREEMENT WITH THE REPRESENTATION OF YOUR DELPHI TWO RESPONSES. PLEASE CONSIDER THE ABOVE TABLE AND ANSWER THE FOLLOWING QUESTION

## 3. Please recall the most effective Marketing Managers you have known.

Now indicate how important the following categories of trait are in relation to one another.

Do this by allocating 100 points between the 6 categories.

	Please indicate the relative importance of these Trait categories by allocating 100 points between the groups.
a. Courage	<input type="text"/>
b. Justice	<input type="text"/>
c. Wisdom & Knowledge	<input type="text"/>
d. Transcendence	<input type="text"/>
e. Temperance	<input type="text"/>
f. Humanity	<input type="text"/>

## QUESTIONS FOUR TO NINE - THE RELATIONSHIP BETWEEN TECHNICAL COMPETENCES AND BEHAVIOURAL COMPETENCES

In this section we are examining the complementary nature of the relationship between *Technical Competences* and *Behavioural Competences*.

More specifically we are interested in how categories of *Behavioural Competence* might influence the effective use of various areas of *Technical*

**Competence.**

If you need to, please refer to the earlier tables.

**4. Consider the Technical Competence category of FORMULATING MARKETING STRATEGY, as detailed earlier.**

Please indicate the influence that each of the Behavioural Competence categories listed (a,b,c & d) is likely to have on the effectiveness of **FORMULATING MARKETING STRATEGY**.

	Influence of a, b, c & d on the effectiveness of FORMULATING MARKETING STRATEGY where 1 is No Influence and 7 is Very Strong Influence						
	1	2	3	4	5	6	7
a. Proactively Pushing Boundaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Being Business Minded	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Dealing with People Well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Having a Balanced, Friendly Approach to Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**5. Consider the Technical Competence category of IMPLEMENTING & CONTROLLING MARKETING STRATEGY, as detailed earlier.**

Please indicate the influence that each of the Behavioural Competence categories listed (a,b,c & d) is likely to have on the effectiveness of **IMPLEMENTING & CONTROLLING MARKETING STRATEGY**.

	Influence of a, b, c & d on the effectiveness of IMPLEMENTING & CONTROLLING MARKETING STRATEGY where 1 is No Influence and 7 is Very Strong Influence						
	1	2	3	4	5	6	7
a. Proactively Pushing Boundaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Being Business Minded	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Dealing with People Well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Having a Balanced, Friendly Approach to Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**6. Consider the Technical Competence category of COGNITIVE ABILITY, as detailed earlier.**

Please indicate the influence that each of the Behavioural Competence categories listed (a,b,c & d) is likely to have on **COGNITIVE ABILITY**.

	Influence of a, b, c & d on COGNITIVE ABILITY where 1 is No Influence and 7 is Very Strong Influence						
	1	2	3	4	5	6	7
a. Proactively Pushing Boundaries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Being Business Minded	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Dealing with People Well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Having a Balanced, Friendly Approach to Work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**7. Consider the Technical Competence category of ACCESSING & INTERPRETING MARKETING INFORMATION, as detailed earlier.**

Please indicate the influence that each of the Behavioural Competence categories listed (a,b,c & d) is likely to have on the effectiveness of **ACCESSING & INTERPRETING MARKETING INFORMATION**.

	Please indicate the influence of a, b, c & d on the effectiveness of ACCESSING & INTERPRETING MARKETING INFORMATION where 1 is No Influence and 7 is Very Strong Influence						
	1	2	3	4	5	6	7
a. Proactively Pushing Boundaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Being Business Minded	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Dealing with People Well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Having a Balanced, Friendly Approach to Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**8. Consider the Technical Competence category of QUALIFICATIONS & EXPERIENCE, as detailed earlier.**

Please indicate the influence that each of the Behavioural Competence categories listed (a,b,c & d) is likely to have on **QUALIFICATIONS & EXPERIENCE**.

	Influence of a, b, c & d on QUALIFICATIONS & EXPERIENCE where 1 is No Influence and 7 is Very Strong Influence						
	1	2	3	4	5	6	7
a. Proactively Pushing Boundaries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Being Business Minded	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Dealing with People Well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Having a Balanced, Friendly Approach to Work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



9. Consider the Technical Competence category of **TRANSFERABLE BUSINESS COMPETENCES**, as detailed earlier.

Please indicate the influence that each of the Behavioural Competence categories listed (a,b,c & d) is likely to have on the effectiveness of **TRANSFERABLE BUSINESS COMPETENCES**.

	Influence of a, b, c & d on the effectiveness of <b>TRANSFERABLE BUSINESS COMPETENCES</b> where 1 is No Influence and 7 is Very Strong Influence						
	1	2	3	4	5	6	7
a. Proactively Pushing Boundaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Being Business Minded	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Dealing with People Well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Having a Balanced, Friendly Approach to Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### QUESTIONS TEN TO THIRTEEN - THE RELATIONSHIP BETWEEN BEHAVIOURAL COMPETENCES AND TRAITS

In this section we are examining the relationship between *Behavioural Competences* and *Traits*.

More specifically we are interested in the extent to which you believe particular categories of *Trait* might influence various areas of *Behavioural Competence*.

If you need to, please refer to the earlier tables.

10. Consider the Behavioural Competence category of **PROACTIVELY PUSHING BOUNDARIES**, as detailed earlier.

Please indicate the extent to which the Trait categories listed (a,b,c,d,e & f) would influence the behaviour **PROACTIVELY PUSHING BOUNDARIES**.

	Influence of a, b, c, d, e & f on <b>PROACTIVELY PUSHING BOUNDARIES</b> where 1 is No Influence and 7 is Very Strong Influence						
	1	2	3	4	5	6	7
a. Courage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Justice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Wisdom & Knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Transcendence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Temperance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Humanity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. Consider the Behavioural Competence category of **DEALING WITH PEOPLE WELL**, as detailed earlier.

Please indicate the extent to which the Trait categories listed (a,b,c,d,e & f) would influence the behaviour **DEALING WITH PEOPLE WELL**.

	Influence of a, b, c, d, e & f on <b>DEALING WITH PEOPLE WELL</b> where 1 is No Influence and 7 is Very Strong Influence						
	1	2	3	4	5	6	7
a. Courage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Justice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Wisdom & Knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Transcendence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Temperance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Humanity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. Consider the Behavioural Competence category of **BEING BUSINESS MINDED**, as detailed earlier.

Please indicate the extent to which the Trait categories listed (a,b,c,d,e & f) would influence the behaviour **BEING BUSINESS MINDED**.

	Influence of a, b, c, d, e & f on <b>BEING BUSINESS MINDED</b> where 1 is No Influence and 7 is Very Strong Influence						
	1	2	3	4	5	6	7
a. Courage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Justice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Wisdom & Knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Transcendence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Temperance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Humanity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. Consider the Behavioural Competence category of **HAVING A FRIENDLY, BALANCED APPROACH TO WORK**, as detailed earlier.

Please indicate the extent to which the Trait categories listed (a,b,c,d,e & f) would influence the behaviour **HAVING A FRIENDLY BALANCED APPROACH TO WORK**.

	Influence of a, b, c, d, e & f on HAVING A FRIENDLY, BALANCED APPROACH TO WORK where 1 is No Influence and 7 is Very Strong Influence						
	1	2	3	4	5	6	7
a. Courage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Justice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Wisdom & Knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Transcendence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Temperance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Humanity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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# Aston University

## Birmingham

### Marketing Manager Key Competences - Delphi Phase Three (Final)

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**This now completes our three phases of Delphi Research. "Thank you for your time and patience!"**

If you have any queries please do not hesitate to call me.

Chris Richardson  
Marketing Group  
Aston Business School  
Aston University  
Birmingham  
B4 7ET

**AS PROMISED PREVIOUSLY, WE WILL BE VERY HAPPY TO SHARE THE FULL RESULTS OF THIS DELPHI STUDY WITH ALL PARTICIPANTS, IN DUE COURSE. THANK YOU.**

#### For your information...What is a Delphi Research Study?

The Delphi Research Method (name derived from from the Oracle of Delphi) was developed in the US during the late 1950s to enable more effective forecasting of the impact of technology on warfare (Dalkey & Helmer, 1963). It has since been used for a wide variety of other purposes. Its primary strength is that it involves the sharing information and knowledge with the aim of developing a closer consensus between participant 'experts' who never meet face-to-face. It uses the Hegelian dialectic process of thesis, antithesis and synthesis; that is, opinions or views are established, conflicting opinions or views are considered and a new agreement or consensus is reached. Throughout the process and in any final report, respondents remain anonymous to one another, eliminating the undue influence of other participants due to reputation or status and thus allowing the free expression of opinions and a lower resistance to the revision of earlier opinions.

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## Appendix C.8 Likert Analysis Results, Delphi Round Two - also showing ranking and mean centred values

LIKERT ANALYSIS					
	Anal 4				
	Mean Score (1-7)	Rank			Mean Centred Value
Method 1					
<b>TECHNICAL COMPETENCES</b>					
a. Being mentally agility, numerate and analytical	6.10	4			0.85
b. Having wide industrial experience	4.53	18			-1.32
c. Having a marketing qualification	4.05	19			-1.98
d. Managing budgets and having good accounting and financial skills	5.00	15			-0.66
e. Making effective presentations	5.25	14			-0.32
f. Communicating effectively and articulately, verbally and in writing	6.23	3			1.03
g. Undertaking statistical analysis	4.73	17			-1.04
h. Understanding and fully utilising IT software	3.90	20			-2.18
i. Possessing good negotiation skills	4.88	16			-0.84
j. Understanding, implementing and interpreting market research	5.70	11			0.30
k. Keeping up to date with industry and competitor activity	5.88	10			0.54
l. Understanding the needs of the business and its processes	6.08	5			0.82
m. Developing & introducing new products/brands and maintaining existing products/brands	5.95	6			0.65
n. Setting prices and strategically positioning product	5.90	8			0.58
o. Understanding marketing communications activities and managing outside agencies	5.63	12			0.20
p. Understanding distribution channels and routes to market	5.93	7			0.61
q. Managing data and understanding/using customer relationship management (CRM) systems	5.33	13			-0.22
r. Developing strategic marketing plans	6.35	1			1.20
s. Implementing strategic plans and managing marketing projects	6.35	2	Mean	SDev	1.20
t. Measuring the effectiveness of marketing programs	5.90	9	5.48	0.7	0.58
<b>BEHAVIOURAL COMPETENCES</b>					-0.00
a. Advocating and promoting the value of marketing within the organization	5.1	16			-0.77
b. Engaging with and being committed to customers	6.2	2			0.99
c. Collaborating and cooperating across departments	5.9	8			0.56
d. Showing loyalty to the business	4.6	18			-1.71
e. Actively communicating within the organization	5.7	9			0.17
f. Innovative thinking in new products and value propositions	6.1	4			0.90
g. Being prepared to take calculated risks and being entrepreneurial	5.6	10			0.09
h. Maintaining a work life balance and having interests and experience beyond work	4.0	19			-2.65
i. Networking and relationship building	5.3	15			-0.43
j. Working as a team player	5.5	12			-0.17
k. Taking responsibility and being accountable for decisions made and outcomes	6.1	5			0.81
l. Managing people, listening and motivating	5.6	11			0.04
m. Leading, making decisions and initiating action	6.2	3			0.99
n. Persuading and influencing others	6.0	6			0.69
o. Organizing well and being methodical	5.5	13			-0.21
p. Strategic and forward thinking, vision and looking at the big picture	6.5	1			1.50
q. Focusing on results and oriented to the end goal	5.9	7			0.60
r. Challenging conventions and traditional ways of doing things	5.4	14	Mean	SDev	-0.25
s. Being friendly and approachable with a sense of humour and fun	4.9	17	5.6	0.6	-1.15
<b>TRAITS</b>					-0.00
a. Adaptable, flexible and willing to change	6.1	3			1.07
c. Creative or artistic	4.4	18			-2.09
d. Conscientious, hardworking or thorough	5.4	12			-0.18
e. Courageous, bold, tenacious or brave	5.5	11			-0.04
f. Energetic, enthusiastic, active or passionate	6.1	2			1.16
g. Having integrity, honesty and fairness	6.2	1			1.35
h. Inquisitive or curious	5.9	5			0.74
i. Highly motivated, driven or ambitious	6.1	4			1.02
j. Positive, optimistic or trusting	5.7	8			0.42
k. Patient or tolerant	4.7	16			-1.57
l. Persistent, determined or having perseverance	5.8	6			0.61
m. Realistic, pragmatic or practical	5.4	13			-0.28
n. Reliable, dependable or trustworthy	5.7	9			0.28
o. Thick skinned or resilient to criticism	4.7	17			-1.57
p. Self confident or belief in self	5.6	10			0.14
q. Sociable, outgoing or gregarious	4.8	15			-1.30
r. Emotionally intelligent, self aware or self controlled	5.8	7	Mean	SDev	0.51
s. Respectful, empathetic or showing humility	5.4	14	5.50	0.5	-0.28
		571			-0.0



## Appendix C.9      Constant Sum Results, Delphi Round Two - also showing ranking and mean centred values

CONSTANT SUM/100 ANALYSIS					
	Anal 4				
	Sum Total Score	Rank			Mean Centred Value
Method 2					
<b>TECHNICAL COMPETENCES</b>					
a. Being mentally agility, numerate and analytical	253	4			0.83
b. Having wide industrial experience	149	18			-1.12
c. Having a marketing qualification	141	19			-1.27
d. Managing budgets and having good accounting and financial skills	152	17			-1.06
e. Making effective presentations	194	14			-0.28
f. Communicating effectively and articulately, verbally and in writing	278	3			1.30
g. Undertaking statistical analysis	157	16			-0.97
h. Understanding and fully utilising IT software	99	20			-2.06
i. Possessing good negotiation skills	161	15			-0.90
j. Understanding, implementing and interpreting market research	224	9			0.29
k. Keeping up to date with industry and competitor activity	226	7			0.32
l. Understanding the needs of the business and its processes	237	5			0.53
m. Developing & introducing new products/brands and maintaining existing products/brands	218	10			0.17
n. Setting prices and strategically positioning product	226	8			0.32
o. Understanding marketing communications activities and managing outside agencies	216	11			0.14
p. Understanding distribution channels and routes to market	199	13			-0.18
q. Managing data and understanding/using customer relationship management (CRM) systems	202	12			-0.13
r. Developing strategic marketing plans	311	1			1.92
s. Implementing strategic plans and managing marketing projects	302	2	Mean	SDev	1.75
t. Measuring the effectiveness of marketing programs	230	6	208.8	53.3	0.40
<b>BEHAVIOURAL COMPETENCES</b>					0.00
a. Advocating and promoting the value of marketing within the organization	178	16			-0.80
b. Engaging with and being committed to customers	262	4			0.99
c. Collaborating and cooperating across departments	206	12			-0.20
d. Showing loyalty to the business	135	18			-1.73
e. Actively communicating within the organization	223	9			0.15
f. Innovative thinking in new products and value propositions	272	2			1.22
g. Being prepared to take calculated risks and being entrepreneurial	243	7			0.60
h. Maintaining a work life balance and having interests and experience beyond work	120	19			-2.05
i. Networking and relationship building	212	10			-0.07
j. Working as a team player	194	14			-0.48
k. Taking responsibility and being accountable for decisions made and outcomes	251	6			0.75
l. Managing people, listening and motivating	208	11			-0.16
m. Leading, making decisions and initiating action	271	3			1.20
n. Persuading and influencing others	230	8			0.32
o. Organizing well and being methodical	206	13			-0.20
p. Strategic and forward thinking, vision and looking at the big picture	294	1			1.69
q. Focusing on results and oriented to the end goal	251	5			0.77
r. Challenging conventions and traditional ways of doing things	190	15	Mean	SDev	-0.55
s. Being friendly and approachable with a sense of humour and fun	148	17	215.6	46.4	-1.45
<b>TRAITS</b>					-0.00
a. Adaptable, flexible and willing to change	296	1			1.72
c. Creative or artistic	156	16			-1.14
d. Conscientious, hardworking or thorough	218	9			0.12
e. Courageous, bold, tenacious or brave	226	7			0.29
f. Energetic, enthusiastic, active or passionate	287	3			1.54
g. Having integrity, honesty and fairness	262	4			1.02
h. Inquisitive or curious	247	5			0.72
i. Highly motivated, driven or ambitious	288	2			1.56
j. Positive, optimistic or trusting	231	6			0.39
k. Patient or tolerant	157	15			-1.12
l. Persistent, determined or having perseverance	223	8			0.23
m. Realistic, pragmatic or practical	175	14			-0.76
n. Reliable, dependable or trustworthy	179	13			-0.67
o. Thick skinned or resilient to criticism	142	17			-1.43
p. Self confident or belief in self	195	11			-0.35
q. Sociable, outgoing or gregarious	136	18			-1.55
r. Emotionally intelligent, self aware or self controlled	189	12	Mean	SDev	-0.47
s. Respectful, empathetic or showing humility	208	10	211.9	48.9	-0.08
		571			-0.0

## Appendix C.10 Ranking Results, Delphi Round Two - also showing ranking and mean centred values

RANKING ANALYSIS					
	Anal 3				
	Sum of awarded Points	Rank			Mean Centred Value
Method 3					
<b>TECHNICAL COMPETENCES</b>					
a. Being mentally agility, numerate and analytical	74	3			1.68
b. Having wide industrial experience	7	18			-0.89
c. Having a marketing qualification	14	14			-0.62
d. Managing budgets and having good accounting and financial skills	13	15			-0.66
e. Making effective presentations	4	19			-1.00
f. Communicating effectively and articulately, verbally and in writing	49	4			0.72
g. Undertaking statistical analysis	8	17			-0.85
h. Understanding and fully utilising IT software	1	20			-1.12
i. Possessing good negotiation skills	15	13			-0.58
j. Understanding, implementing and interpreting market research	27	9			-0.12
k. Keeping up to date with industry and competitor activity	34	7			0.15
l. Understanding the needs of the business and its processes	46	5			0.61
m. Developing & introducing new products/brands and maintaining existing products/brands	35	6			0.19
n. Setting prices and strategically positioning product	22	10			-0.31
o. Understanding marketing communications activities and managing outside agencies	17	12			-0.50
p. Understanding distribution channels and routes to market	10	16			-0.77
q. Managing data and understanding/using customer relationship management (CRM) systems	20	11			-0.39
r. Developing strategic marketing plans	93	1			2.41
s. Implementing strategic plans and managing marketing projects	85	2	Mean	SDev	2.10
t. Measuring the effectiveness of marketing programs	29	8	30.2	26.1	-0.04
<b>BEHAVIOURAL COMPETENCES</b>					0.00
a. Advocating and promoting the value of marketing within the organization	29	10			-0.12
b. Engaging with and being committed to customers	77	2			1.99
c. Collaborating and cooperating across departments	34	7			0.10
d. Showing loyalty to the business	3	18			-1.26
e. Actively communicating within the organization	13	15			-0.82
f. Innovative thinking in new products and value propositions	64	3			1.42
g. Being prepared to take calculated risks and being entrepreneurial	44	5			0.54
h. Maintaining a work life balance and having interests and experience beyond work	2	19			-1.30
i. Networking and relationship building	22	13			-0.43
j. Working as a team player	11	16			-0.91
k. Taking responsibility and being accountable for decisions made and outcomes	38	6			0.28
l. Managing people, listening and motivating	31	8			-0.03
m. Leading, making decisions and initiating action	58	4			1.16
n. Persuading and influencing others	24	12			-0.34
o. Organizing well and being methodical	14	14			-0.78
p. Strategic and forward thinking, vision and looking at the big picture	78	1			2.03
q. Focusing on results and oriented to the end goal	30	9			-0.07
r. Challenging conventions and traditional ways of doing things	25	11	Mean	SDev	-0.29
s. Being friendly and approachable with a sense of humour and fun	5	17	31.7	22.8	-1.17
<b>TRAITS</b>					-0.00
a. Adaptable, flexible and willing to change	81	1			2.25
c. Creative or artistic	13	14			-0.78
d. Conscientious, hardworking or thorough	25	10			-0.25
e. Courageous, bold, tenacious or brave	31	7			0.02
f. Energetic, enthusiastic, active or passionate	68	2			1.67
g. Having integrity, honesty and fairness	68	3			1.67
h. Inquisitive or curious	31	8			0.02
i. Highly motivated, driven or ambitious	47	4			0.73
j. Positive, optimistic or trusting	18	12			-0.56
k. Patient or tolerant	8	16			-1.01
l. Persistent, determined or having perseverance	35	6			0.20
m. Realistic, pragmatic or practical	9	15			-0.96
n. Reliable, dependable or trustworthy	22	11			-0.38
o. Thick skinned or resilient to criticism	5	17			-1.14
p. Self confident or belief in self	14	13			-0.74
q. Sociable, outgoing or gregarious	3	18			-1.23
r. Emotionally intelligent, self aware or self controlled	44	5	Mean	SDev	0.60
s. Respectful, empathetic or showing humility	28	9	30.6	22.4	-0.11
		571			-0.0

## Appendix C.11 Correlation of Likert, Constant Sum and Ranking Results, Delphi Round Two

Simple Ranking Correlation					
LIKERT ANALYSIS	CONSTANT SUM/100 ANALYSIS	RANKING ANALYSIS	CORRELATION COEFFICIENTS		
Values					
4	4	3	<b>TECHNICAL COMPETENCES</b>		
18	18	18	Ranking to Constant sum		
19	19	14	0.93		
15	17	15			
14	14	19	Ranking to Likert		
3	3	4	0.88		
17	16	17			
20	20	20	Constant sum to Likert		
16	15	13	0.94		
11	9	9			
10	7	7			
5	5	5			
6	10	6			
8	8	10			
12	11	12			
7	13	16			
13	12	11			
1	1	1			
2	2	2			
9	6	8			
16	16	10	<b>BEHAVIOURAL COMPETENCES</b>		<b>OVERALL</b>
2	4	2	Ranking to Constant sum		Ranking to Constant sum
8	12	7	0.84		0.89
18	18	18			
9	9	15	Ranking to Likert		Ranking to Likert
4	2	3	0.84		0.86
10	7	5			
19	19	19	Constant sum to Likert		Constant sum to Likert
15	10	13	0.94		0.92
12	14	16			
5	6	6			
11	11	8			
3	3	4			
6	8	12			
13	13	14			
1	1	1			
7	5	9			
14	15	11			
17	17	17			
3	1	1	<b>TRAITS</b>		
18	16	14	Ranking to Constant sum		
12	9	10	0.88		
11	7	7			
2	3	2	Ranking to Likert		
1	4	3	0.87		
5	5	8			
4	2	4	Constant sum to Likert		
8	6	12	0.87		
16	15	16			
6	8	6			
13	14	15			
9	13	11			
17	17	17			
10	11	13			
15	18	18			
7	12	5			
14	10	9			

## Appendix C.12 Character Strengths and Virtues - Categorization of Character Strengths to Virtue Groups (Peterson and Seligman 2004)

Virtue Category	Characteristic Description including opening lines from Peterson and Seligman (2004)	Key Character Strengths comprised (Peterson & Seligman 2004)	Other constructs included by Peterson & Seligman (2004)
Wisdom & Knowledge	Strengths of wisdom and knowledge include positive traits related to the acquisition and use of information in the service of the good life.  Wisdom is about knowledge but “not reducible to the mere sum of book read”; it is about both the breadth and depth of that knowledge which comes from living a full or even a hard life. It involves having good judgement in applying that knowledge.	<i>Creativity</i> <i>Curiosity</i> <i>Open-mindedness</i> <i>Love of learning</i> <i>Perspective</i>	Originality Ingenuity Interest Judgement Openness to Experience
courage	Strengths of courage entail the exercise of will to accomplish goals in the face of opposition, either internal or external  courage begins with the capacity to overcome fear, a concept express throughout literature. courage goes beyond physical valour. Its capacity is expressed in the comment “ courage is composed of, not just observable acts but also, the cognition, emotions, motivations and decisions that bring them about” (Peterson and Seligman, 2004) p.36. Cicero’s definition of courage was “the deliberate facing of dangers and bearing of toils” (De Inventione)	<i>Bravery</i> <i>Persistence</i> <i>Integrity</i> <i>Vitality</i>	Valor Perseverance Industriousness Authenticity Enthusiasm Zest Vigour Energy
Justice	We regard strengths of justice as broadly interpersonal, relevant to the optimal interaction between the individual and the group or the community.  Justice is concerned with impartiality, fairness in making decisions, equity and rewards based on merit. Justice relates to humanity insofar as it involves interpersonal relations. However humanity goes further “showing generosity...where an equitable exchange would suffice” (Peterson and Seligman, 2004) p.37	<i>Citizenship</i> <i>Fairness</i> <i>Leadership</i>	Social Responsibility Loyalty Teamwork
Humanity	Strengths of humanity include positive traits manifest in caring relationships with others  “By humanity, we are relating to the virtues involved in relating to another – the interpersonal skills”(Peterson and Seligman, 2004) p.37. Unlike the more impersonal virtue	<i>Love</i> <i>Kindness</i> <i>Social Intelligence</i>	Generosity Nurturance Care Compassion Altruistic Love

	of justice, humanity goes further and involves showing generosity and sympathy. This characteristics is apparent in altruism and pro-social behaviour.		Niceness Personal Intelligence
Temperance	<p>We classify the positive traits that protect us from excess as strengths of temperance</p> <p>“Control over excess” is Peterson and Seligman’s brief description and includes any form of “auspicious self-restraint” (Peterson and Seligman, 2004)p.37. P&amp;S describe this in psychological terms as self-efficacy or self-regulation; the practiced ability to monitor and manage one’s emotions and behaviour in the absence of outside helpally that capacity</p>	<p><i>Forgiveness &amp; Mercy</i> <i>Prudence</i> <i>Self-Regulation</i></p>	Self Control
Transcendence	<p>Common theme running through the strengths of transcendence is that each allows individuals to forge connections to the larger universe and thereby provide meaning to their lives.</p> <p>Defines it as “the connection to something higher” (Peterson and Seligman, 2004) p.39. Religiosity and spirituality are examples of what transcendence means for some but certainly not for all. P&amp;S suggest it might be more ‘earthly subjects “that inspire awe, hope or...gratitude...anything that makes our everyday concerns seen trifling and the self feel small... (but)...simultaneously lifts us out of a sense of complete insignificance” (Peterson and Seligman, 2004) p.39</p>	<p><i>Appreciation of Beauty &amp; Excellence</i> <i>Gratitude</i> <i>Hope</i> <i>Humour</i> <i>Spirituality</i></p>	<p>Optimism Future- mindedness Future orientation Faith Purpose</p>

## Appendix C.13 Delphi Round Two – Rationale of Categorization of Trait Characteristics

Delphi Two Trait Characteristic	Virtue Category	Rationale for inclusion in virtue category
a. Adaptable, flexible and willing to change	Wisdom & Knowledge	Close to open-mindedness and openness to experience, Creativity also requires
b. Aggressive or ruthless	Do not place	This is not a virtue. Remove
c. Creative or artistic	Wisdom & Knowledge	Creative/artistic in line with creativity and originality
d. Conscientious, hardworking or thorough	Temperance	Conscientiousness and hardworking suggests self-regulation, self-control and commitment
e. courageous, bold, tenacious or brave	courage	courage used in its narrower sense of bravery and other synonyms describing the surface trait of courage but not suggesting other characteristics for the broader more durable construct (perseverance, integrity, zest)
f. Energetic, enthusiastic, active or passionate	courage	Energy and enthusiasm and passion are close in meaning to vitality
g. Having integrity and honesty	courage	Integrity and honesty – the nature of being true to one's self.
g. Fairness	Justice	Was included within integrity and honesty. Now separated as Fairness belongs within justice alongside citizenship and teamwork
h. Inquisitive or curious	Wisdom & Knowledge	Curiosity is an element of wisdom and knowledge. Inquisitive is a synonym of curious
i. Highly motivated, driven or ambitious	courage	High motivation, driven etc show zest, energy and vitality.
j. Positive, optimistic or trusting	Transcendence	Complies with P&S's description including hope (optimism) and faith (trust)
k. Patient or tolerant	Humanity	Patient & tolerance suggests love compassion and generosity
l. Persistent, determined or having perseverance	courage	Persistence is a synonym of perseverance
m. Realistic, pragmatic or practical	Wisdom & Knowledge	Realistic, pragmatic and practical suggests judgement and open-mindedness
n. Reliable, dependable or trustworthy	courage	Reliable, dependable or trustworthy suggests an honesty and integrity to do something when you say you will. It also echoes perseverance - finishing a job started.
o. Thick skinned or resilient to criticism	courage	Resilient to criticism suggest the 'bearing of toils' associate with courage definition (Cicero)
p. Self confident or belief in self	courage	Self-confidence is defined as "the extent to which an individual believes himself to be capable, significant, successful, and worthy" (Locander & Hermann, 1979). P&S see this as correlate of Bravery, a core constituent of courage
q. Sociable, outgoing or gregarious	Humanity	Outgoing, social being and gregarious suggest a social intelligence and love

r. Emotionally intelligent or self aware	Humanity	Emotional Intelligence - rhymes with social intelligence, compassion and altruism.
r. Self controlled	Temperance	Was in same category as Emotionally intelligent and Self Aware. Self Control separated out as it is a key element in Temperance
s. Respectful, empathetic or showing humility	Humanity	Respectful reflects humility and a social intelligence.
t. Charismatic, engaging personality or respected	Do not place	This is not a virtue. It is an accolade conferred on other individuals based on the impact of their traits and competences

## Appendix C.14 Notes of Categorization of Traits to Virtue Groupings

The exercise of classifying traits was difficult with a number of particular items: reliable dependable trustworthy; self-confident of belief in self; thick skinned or resilience to criticism; highly motivated driven or ambitious; realistic pragmatic or practical; and aggressive or ruthless. However, Bailey's comments are once again used for guidance (Bailey, 1994) and these characteristics were placed in group to which greater similarities could be associated.

### Difficulties in grouping particular characteristics

- *Self-confidence* into courage group (link with perseverance)
- *Reliable trustworthy* into courage (link with integrity)
- *Thick skinned* into courage (link with bravery)
- *Highly motivated* into courage (link with energetic, & enthusiasm, zest)
- *Realistic pragmatic* with Wisdom (alongside flexibility)
- *Self controlled* removed from group with *emotional intelligence and self awareness* (under Humanity) and put into Temperance virtue category
- *Empathetic* moved from group with *respectful and humility* (in Temperance) and put in Humanity.
- Aggressive or ruthless would naturally fall into courage (brave) but could be seen as an undesirable trait ie. a vice rather than a virtue. This should be removed

### Re-categorization of 'Self confident or belief in self' from Wisdom and Knowledge to courage

Self confidence is regarded by Peterson and Seligman as a correlate of bravery along with self-efficacy (Peterson and Seligman, 2004) p.217. Furthermore Finfgeld associates self-confidence with courage. "Self-confidence, which is characterized by perceived control and feelings of self-worth is another intrapersonal factor that helps to promote and maintain courage" (Finfgeld, 1999) p.811.

### The removal of 'Aggressive or Ruthless' from Traits category.

The presence of *aggressive* in this analysis is based on a single comment of 'aggressive' regarding the traits of the most effective marketing managers in the Delphi Phase One study. Similarly, 'ruthless' appears in just one response in the Delphi Phase One study: "They appear to be 'nice' people (in fact they can be ruthless when they need to be)". This would suggest they are of minimal significance. This is supported in the results of the Delphi Phase Two study where joint characteristic 'aggressive or ruthless' was shown as the least significance amongst all traits in all three data collection methods used.

Notwithstanding the very low importance of the characteristics, it differs in nature from other characteristics identified in Delphi Phase One; all other traits identified as being present in 'the most

effective marketing managers' were positive in nature and in that respect can be described as character strengths. Aggressive and ruthless, however, are not present in literature as positive traits. The Compact Oxford English Dictionary (Simpson and Weiner, 1989) describes aggression as "An unprovoked attack..an assault" and aggressive as "tending or disposed to attack others". The Compact Oxford English Dictionary (Simpson and Weiner, 1989) defines ruthless as "Devoid of pity or compassion; pitiless; unsparing; merciless". This supports the notion that 'aggressive or ruthless' should be regarded negative rather than positive traits. As negative traits, these should not be regarded either character strengths or, in any way, related to any category of virtue. Whilst this does raise a question of whether some believe such negative traits mixed with positive traits may be desirable. However, there is also the possibility that aggression or ruthlessness may be being conflated or confused with ambitious and driven or determination and persistence.

Considering the very low importance of these characteristics and their questionable nature as desirable characteristics, this characteristic is removed from the analysis and therefore does not appear in any subsequent analysis and determination of z values.

#### **The removal of 'Charisma, Engaging Personality or Respected' from Traits category**

Cervone and Pervin (Cervone and Pervin, 2008) p.238 describe one aspect of a trait as "a regularity in the person's behaviour" and were referred to by Costa and McCrae as 'dispositional constructs'. It would be incorrect to say that any of these three terms were describing a particular disposition or behavioural regularity. Unlike the other characteristics identified in this category of research, the three constructs included in this category are all complementary attributes given to individual; an attribute the original sense of the word. The Compact Oxford English Dictionary (Simpson and Weiner, 1989b) defines the noun attribute "as a quality or character considered to belong to or be inherent in a person or thing; a characteristic quality". However, before this meaning became commonly used during the 19<sup>th</sup> century, definitions included "distinguished quality or character, honour, credit or reputation ascribed". The term *ascribed* is most significant here as it is unlikely that an individual would describe themselves as charismatic, having an engaging personality or commanding respect in an effort to describe their own personality. It is more like that this accolade would be used by other to describe them as a result of the presence of a number of other more specific traits or characteristics.

This distinction is captured in Norman's seminal work on trait descriptors (Norman, 1967) where rigid criteria were used to identify 2800 'trait descriptors'. In describing the bases for excluding terms as trait descriptors he comments that "contemporary American English...is loaded with terms whose connotations are either purely evaluative (honorific or pejorative).....Such terms convey almost exclusively some degree of social or personal approval or disapproval; that is, without any indications as to what attributes or characteristics of the person the valuation accrues". (Norman, 1967) page 5.

Having charisma, an engaging personality or being respected fall into this 'honorific' category and should therefore not to be regarded as character traits, despite the fact that they may reflect the presence of other positive traits.

#### **Self Control - extracted from the 'Emotional Intelligence, Self Aware or Self Controlled' group.**

Following comments from one respondent, the trait group of *Emotional Intelligence, Self Awareness and Self Control* was re-examined to determine whether it reflected more than one area of construct. As a result, this group has been split in order separate 'Emotional Intelligence & Self Awareness' from 'Self Controlled'. Peterson and Seligman's (2004) analysis of character would suggest that these reflect two different areas of character strength: *emotional intelligence and self awareness* reflecting caring relationships with others, ie. an aspect of humanity; and *self control* reflecting 'protecting oneself from excess', ie. an aspect of temperance. The Nvivo analysed, Delphi One, scores found Emotional Intelligence was mentioned as being important by 2 respondents, Self Aware by 3 and Self Control by 5. The number of references ('mentions') across all of these respondents (some respondent may mention a construct more than once) counted Emotional



Intelligence at 2, Self Aware at 6 and Self Control at 7. On this basis, the split between these revised groups would mean that each should attract 50% of the original group's 'z' value.

**Fairness – extracted from the 'having integrity, honest and fairness' group**

Groups identified from the Delphi Phase One results and used in Delphi Phase Two, showed *fairness* being included in the same category as *integrity* and *honesty*. However, Peterson and Seligman's (2004) analysis of character regard fairness as being related to justice; that is, it is concerned with 'the optimal interaction between the individual and the community'. On the other hand, *honesty* and *integrity*, were related to the courage category and 'the exercise of will to accomplish goals in the face of opposition, external or internal'. As such, these two elements of the original group are split. This means that the value associated with the "having integrity, honesty and fairness" category of traits needs to be split. Examining Delphi One results, *fair (impartial, balanced)* was cited as important by 9 respondents (40% of them) with a total of 11 times overall 'mentions' (31% of responses). *Integrity (honesty, authenticity, ethical)* was mentioned as important by 13 respondents (60% of respondents) and 24 times in all (69% of responses). An average across number of respondents and number of 'mentions' was taken sources resulting in a proposed split between *fairness* and *integrity and honesty* at 35% and 65% respectively. This split was applied to the overall z value of the *having integrity, honest and fairness* group and the two separated group put into the justice and courage categories respectively.

## **APPENDIX D      RESEARCH SURVEY (CH. 6)**

## Appendix D.1 Measurement Scales

Variable	Ques No.	Items	Item No	Questions	Coded Normal (n) or Reversed (r)
Formulating Marketing Strategy (FMS)	2	3 all n	1	Developing strategic marketing plans	n
			2	Understanding the needs of the business and its processes	n
			3	Setting prices and strategically positioning product	n
Implementing Marketing Strategy (IMS)	3	3 all n	1	Implementing Strategic Plans and managing marketing projects	n
			2	Developing and introducing new products/brands and maintaining existing products/brands	n
			3	Measuring the effectiveness of marketing programmes	n
Accessing and Interpreting Marketing Information(IMI)	4	2 all n	1	Keeping up to date with industry and competitor activity	n
			2	Understanding, implementing and interpreting market research	n
Proactively Push Boundaries (PPB)	5	4 all n	1	Innovative thinking in new products and value propositions	n
			2	Leading, making decisions and initiating action	n
			3	Taking responsibility and being accountable for decisions made and outcomes	n
			4	Being prepared to take calculated risks and being entrepreneurial	n
Deal with People Well (DPW)	6	3 all n	1	Engaging with and being committed to customers	n
			2	Persuading and influencing others	n
			3	Collaborating and cooperating across departments	n
Being Business Minded (BBM)	7	2 all n	1	Strategic and forward thinking, vision and looking at the big picture	n
			2	Focusing on results and oriented to the end goal	n
General Competence (COM)	8	10 (3n,7r)	1	I come up with good solutions.	n
			2	I am full of ideas.	n
			3	I know how to apply my knowledge.	n
			4	I am easily hurt.	r
			5	I feel crushed by setbacks.	r
			6	I excel in nothing at all.	r
			7	I get confused easily.	r
			8	I question my ability to do my work properly.	r
			9	I am easily offended.	r
			10	I know that I am not a special person	r
Self Efficacy (SEF)	9	10 (6n,4r)	1	I complete tasks successfully.	n
			2	I excel in what I do.	n

Variable	Ques No.	Items	Item No	Questions	Coded Normal (n) or Reversed (r)
			3	I handle tasks smoothly.	n
			4	I am sure of my ground.	n
			5	I come up with good solutions.	n
			6	I know how to get things done.	n
			7	I misjudge situations.	r
			8	I don't understand things.	r
			9	I have little to contribute.	r
			10	I don't see the consequences of things	r
Bravery (BRV)	11	10 (6n,4r)	1	I have taken frequent stands in the face of strong opposition.	n
			2	I don't hesitate to express an unpopular opinion.	n
			3	I call for action while others talk.	n
			4	I can face my fears.	n
			5	I speak up in protest when I hear someone say mean things.	n
			6	I am a brave person.	n
			7	I avoid dealing with uncomfortable emotions.	r
			8	I avoid dealing with awkward situations.	r
			9	I do not stand up for my beliefs.	r
			10	I don't speak my mind freely when there might be negative results.	r
Motivation (MOT)	12	14 (7n,7r)	1	Being comfortable is more important to me than getting ahead	r
			2	I am satisfied to be no better than most other people at my job	r
			3	I like to make improvements to the way the organisation I belong to functions	n
			4	I take trouble to cultivate people who may be useful to me in my career	n
			5	I get restless and annoyed when I feel I am wasting time	n
			6	I have always worked hard in order to be among the best in my own line (school, organisation, profession)	n
			7	I would prefer to work with a congenial but incompetent partner rather than with a difficult but highly competent one	r
			8	I tend to plan ahead for my job or career	n
			9	"Getting on in life" is important to me	n
			10	I am an ambitious person	n
			11	I am inclined to read of the successes of others rather than do the work of making myself a success	r
			12	I would describe myself as being lazy	r
			13	I find days often go by without my having done a thing	r
			14	I am inclined to take life as it comes without much planning	r

Variable	Ques No.	Items	Item No	Questions	Coded Normal (n) or Reversed (r)
Integrity (MOT)	13	9 (5n,4r)	1	I am trusted to keep secrets.	n
			2	I keep my promises.	n
			3	I believe that honesty is the basis for trust.	n
			4	I can be trusted to keep my promises.	n
			5	I am true to my own values.	n
			6	I lie to get myself out of trouble.	r
			7	I am hard to understand.	r
			8	I feel like an imposter.	r
			9	I like to exaggerate my troubles	r
Perseverance (PER)	14	8 (5n,3r)	1	I don't quit a task before it is finished.	n
			2	I am a goal-oriented person.	n
			3	I finish things despite obstacles in the way.	n
			4	I am a hard worker.	n
			5	I don't get sidetracked when I work.	n
			6	I don't finish what I start.	r
			7	I give up easily.	r
			8	I do not tend to stick with what I decide to do.	r
Zest (ZES)	15	9 (7n,2r)	1	I prefer to participate fully rather than view life from the sidelines.	n
			2	I don't approach things halfheartedly.	n
			3	I love what I do.	n
			4	I look forward to each new day.	n
			5	I can't wait to get started on a project.	n
			6	I can hardly wait to see what life has in store for me in the years ahead.	n
			7	I awaken with a sense of excitement about the day's possibilities.	n
			8	I dread getting up in the morning.	r
			9	I don't have much energy.	r
Wisdom & Knowledge (WIS)	16	2	1	I am adaptable, flexible and willing to change	n
			2	I am inquisitive and curious	n
Justice (JUS)	16	1	1	I show fairness	n
Accountability (ACC)	17	3 (2n,1r)	1	The marketing department in our organisation is effective at linking their activities to financial outcomes.	n
			2	The marketing department in our organisation shows the financial outcomes of their plans.	n
			3	The marketing department in our organisation has little attention for financial outcomes of their activities	r
Customer Connectedness (CUS)	18	4 (2n,2r)	1	The marketing department in our organisation is effective at translating customer needs into new products or services.	n
			2	The marketing department in our organisation promotes customer needs in our firm.	n
			3	The marketing department in our organisation rarely shows how customer needs can be taken into account in our strategy.	r

Variable	Ques No.	Items	Item No	Questions	Coded Normal (n) or Reversed (r)
			4	The marketing department in our organisation does not have sufficient knowledge and skills to translate customer needs into technical specifications.	r
Innovativeness (INN)	19	1		R&D	n/a
			1	Marketing	
				Sales	
				Other	
Creativity (CRE)	20	5 (2n,3r)	1	• Dull (1) ... Exciting (7)	n
			2	• Fresh (1) ... Routine (7)	r
			3	• Novel (1) ... Predictable (7)	r
			4	• Trendsetting (1) ... Reworked ideas (7)	r
			5	• Nothing special (1) ... An industry model (7)	n
Inter-dept. Integration (IDI)	21	2 (2r)	1	Please indicate the extent to which the marketing department, and those departments listed, had problems concerning coordination of activities in the past three years....where 1 is NO PROBLEMS AT ALL and 7 is VERY MANY PROBLEMS	r
			2	Please indicate the extent to which the marketing department, and those departments listed, hindered each other's performance in the past three years?...where 1 is NOT HINDERED AT ALL and 7 is HINDERED A LOT.	r

### Respondent Suitability and Desirability Bias – Measurement Scales

Category	Variable	Ques No.	Items	Questions	Coded Normal (n) or Reversed (r)
Reliability (Cronbach $\alpha$ )	Respondent Suitability (SUT)	1	4 all n	My job role qualifies me to answer questions about marketing manager competences	n
				My position in the company involves me in developing and implementing marketing strategy through the marketing mix.	n
				I am competent in answering questions about the overall capabilities of the marketing department in this organisation	n
				I have a good overview of marketing department performance	n
Desirability Bias	Desirability Bias (DES)	10	11 (5n,6r)	It is sometimes hard for me to go on with my work if I am not encouraged.	r
				I sometimes feel resentful when I don't get my way.	r
				No matter who I'm talking to, I'm always a good listener.	n
				There have been occasions when I took advantage of someone.	r
				I'm always willing to admit it when I make a mistake.	n
				I sometimes try to get even rather than forgive and forget.	r
				I am always courteous, even to people who are disagreeable.	n
				I have never been irked when people expressed ideas very different from my own.	n
				There have times when I was quite jealous of the good fortune of others.	r
				I am sometimes irritated by people who ask favors of me.	r
				I have never deliberately said something that hurt someone's feelings.	n

## Appendix D.2 Invitation Email to Participants

### Marketing Manager Characteristics 2016

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**From:** Marketing Manager Survey 2016  
**Sent:** 04 February 2016 16:26  
**To:** [REDACTED]  
**Subject:** Aston Business School - Managing Marketing Survey

**For the attention of:** [REDACTED]

Dear [REDACTED]

For over 20 years, Aston Business School has been one of the top business schools in the UK, noted for its pioneering research into marketing. We are currently undertaking a research study into the characteristics of *managers in marketing\**, specifically characteristics that are likely to influence the capabilities of the marketing department and hence its influence on business performance.

As a manager in marketing, we are hoping that you can spare a little time to complete a questionnaire on your characteristics along with a few questions on your marketing department. Please be assured that all responses will be treated with absolute confidentiality.

It should take around 20 minutes to complete and, once finished, we will send all participants a copy of results. Just click on the link below to take you to the questionnaire. If you have any queries, just email or call.

<https://aston.onlinesurveys.ac.uk/managing-marketing-survey-manager-questionnaire?token=881080bc2dfb46e696dbd2ebbefdc0c4>

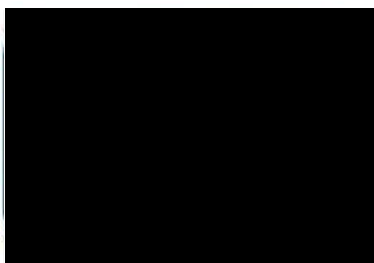
Many thanks

[REDACTED]

Chris Richardson  
Marketing & Strategy Group  
Aston Business School  
Aston University  
Birmingham B4 7ET, United Kingdom

[REDACTED]

*\*includes product, brand and marketing managers plus other managers with marketing mix responsibility.*





## Appendix D.3 Research Survey Questionnaire

## Managing Marketing Survey - Manager Questionnaire

16/12/2016

## Page 1: Introduction

**Thank you for agreeing to take part in this study.**

This survey is examining the characteristics of managers in marketing and the extent to which these can impact on departmental capabilities and organizational performance.

Please be assured that all data collected will be anonymized and remain confidential - so please be as open and honest as possible.

The questionnaire comprises 123 simple 'tick box' questions spread across three pages and which cover your competences as a manager in marketing, your personal characteristics, and questions on your Marketing Department itself.

Please answer all questions; this should take 18-25 minutes in all to complete.

To proceed with the questionnaire please click on 'Next'. This will signify that you have read and understand the above, and are happy to proceed. You are free to withdraw at any point.

16/12/2016

## Page 2: Questions about your Competences as a Manager in Marketing

***There follows a series of short and simple questions about your competences in your role as a manager in marketing. We are relying on your honest and open responses. Please don't think too deeply about the questions and answer as quickly as you can.***

***This should take you 6 - 8 minutes.***

***Be assured, this information will remain entirely confidential.***

1. First a few questions about your position as a respondent. Please indicate your level of agreement with the following statements....

	Strongly Disagree	Moderately Disagree	Mildly Disagree	Neither Agree Nor Disagree	Mildly Agree	Moderately Agree	Strongly Agree
My job role qualifies me to answer questions about marketing manager competences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My position in the company involves me in developing and implementing marketing strategy through the marketing mix.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am competent in answering questions about the overall capabilities of the marketing department in this organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have a good overview of marketing department performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Technical Competences as a Manager in Marketing

2. This question is about your technical competence in **Formulating Marketing Strategy**. If your colleagues and superiors were asked about your reputation in the following areas, what would they say ?...

	Awful	Very poor	Poor	Fair	Good	Very good	Excellent
Developing strategic marketing plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding the needs of the business and its processes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Setting prices and strategically positioning product	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. This question is about your technical competence in **Implementing and Controlling Marketing Strategy**. If your colleagues and superiors were asked about your reputation in the following areas, what would they say ?...

	Awful	Very poor	Poor	Fair	Good	Very good	Excellent
Implementing Strategic Plans and managing marketing projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developing and introducing new products/brands and maintaining existing products/brands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Measuring the effectiveness of marketing programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. This question is about your technical competence in **Accessing and Interpreting Market Information**. If your colleagues and superiors were asked about your reputation in the following areas, what would they say ?...

	Awful	Very poor	Poor	Fair	Good	Very good	Excellent
Keeping up to date with industry and competitor activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding, implementing and interpreting market research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Behavioural Competences as a Manager in Marketing

5. This question is about your behavioural competence in **Proactively Pushing Boundaries**. If your colleagues and superiors were asked about your reputation in the following areas, what would they say ?...

	Awful	Very poor	Poor	Fair	Good	Very good	Excellent
Innovative thinking in new products and value propositions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leading, making decisions and initiating action	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taking responsibility and being accountable for decisions made and outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being prepared to take calculated risks and being entrepreneurial	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. This question is about your behavioural competence in **Dealing with People Well**. If your colleagues and superiors were asked about your reputation in the following areas, what would they say ?...

	Awful	Very poor	Poor	Fair	Good	Very good	Excellent
Engaging with and being committed to customers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Persuading and influencing others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collaborating and cooperating across departments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. This question is about your behavioural competence in **Being Business Minded**. If your colleagues and superiors were asked about your reputation in the following areas, what would they say ?...

	Awful	Very poor	Poor	Fair	Good	Very good	Excellent
Strategic and forward thinking, vision and looking at the big picture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Focusing on results and oriented to the end goal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### General Competence

8. Now a few questions about your **General Competence** as a manager in marketing. Please indicate your level of agreement with the following statements....

	Strongly Disagree	Moderately Disagree	Mildly Disagree	Neither Agree Nor Disagree	Mildly Agree	Moderately Agree	Strongly Agree
I come up with good solutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am full of ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to apply my knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am easily hurt.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel crushed by setbacks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I excel in nothing at all.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get confused easily.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I question my ability to do my work properly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am easily offended.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know that I am not a special person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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16/12/2016

9. This question is about your **Self Efficacy** as a manager in marketing. Please indicate your level of agreement with the following statements....

	Strongly Disagree	Moderately Disagree	Mildly Disagree	Neither Agree Nor Disagree	Mildly Agree	Moderately Agree	Strongly Agree
I complete tasks successfully.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I excel in what I do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I handle tasks smoothly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am sure of my ground.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I come up with good solutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to get things done.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I misjudge situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I don't understand things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have little to contribute.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I don't see the consequences of things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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16/12/2016

10. Regarding yourself, we are interested in how much the following statements reflect you as a person. Please indicate your level of agreement with the following statements....

	Strongly Disagree	Moderately Disagree	Mildly Disagree	Neither Agree Nor Disagree	Mildly Agree	Moderately Agree	Strongly Agree
It is sometimes hard for me to go on with my work if I am not encouraged.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I sometimes feel resentful when I don't get my way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No matter who I'm talking to, I'm always a good listener.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There have been occasions when I took advantage of someone.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I'm always willing to admit it when I make a mistake.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I sometimes try to get even rather than forgive and forget.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am always courteous, even to people who are disagreeable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I have never been irked when people expressed ideas very different from my own.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There have times when I was quite jealous of the good fortune of others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am sometimes irritated by people who ask favors of me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have never deliberately said something that hurt someone's feelings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Page 3: Questions about your Personal Traits

***There follows a further series of short and simple questions about your personal characteristics.***

***Once again, we are relying on your honest and open responses. Please don't think too deeply about the questions and answer as quickly as you can.***

***This should take you 6 - 10 minutes.***

***Be assured, this information will remain absolutely confidential.***

11. This question is about your level of **Bravery**. Please indicate your level of agreement with the following statements....

	Strongly Disagree	Moderately Disagree	Mildly Disagree	Neither Agree Nor Disagree	Mildly Agree	Moderately Agree	Strongly Agree
I have taken frequent stands in the face of strong opposition.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I don't hesitate to express an unpopular opinion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I call for action while others talk.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can face my fears.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I speak up in protest when I hear someone say mean things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am a brave person.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I avoid dealing with uncomfortable emotions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I avoid dealing with awkward situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I do not stand up for my beliefs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I don't speak my mind freely  
when there might be negative  
results.

12. This question is about your level of **Motivation**. Please indicate your level of agreement with the following statements....

	Strongly Disagree	Moderately Disagree	Mildly Disagree	Neither Agree Nor Disagree	Mildly Agree	Moderately Agree	Strongly Agree
Being comfortable is more important to me than getting ahead	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am satisfied to be no better than most other people at my job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like to make improvements to the way the organization I belong to functions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I take trouble to cultivate people who may be useful to me in my career	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get restless and annoyed when I feel I am wasting time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have always worked hard in order to be among the best in my own line (school, organization, profession)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



I would prefer to work with a congenial but incompetent partner rather than with a difficult but highly competent one							
I tend to plan ahead for my job or career	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
"Getting on in life" is important to me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am an ambitious person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am inclined to read of the successes of others rather than do the work of making myself a success	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would describe myself as being lazy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I find days often go by without my having done a thing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am inclined to take life as it comes without much planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. This question is about your level of *Integrity*. Please indicate your level of agreement with the following statements....

	Strongly Disagree	Moderately Disagree	Mildly Disagree	Neither Agree Nor Disagree	Mildly Agree	Moderately Agree	Strongly Agree
I am trusted to keep secrets.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I keep my promises.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I believe that honesty is the basis for trust.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can be trusted to keep my promises.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am true to my own values.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I lie to get myself out of trouble.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am hard to understand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel like an imposter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like to exaggerate my troubles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. This question is about your level of **Perseverance**. Please indicate your level of agreement with the following statements....

	Strongly Disagree	Moderately Disagree	Mildly Disagree	Neither Agree Nor Disagree	Mildly Agree	Moderately Agree	Strongly Agree
I don't quit a task before it is finished.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am a goal-oriented person.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I finish things despite obstacles in the way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am a hard worker.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I don't get sidetracked when I work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I don't finish what I start.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I give up easily.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I do not tend to stick with what I decide to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. This question is about your level of **Zest**. Please indicate your level of agreement with the following statements....

	Strongly Disagree	Moderately Disagree	Mildly Disagree	Neither Agree Nor Disagree	Mildly Agree	Moderately Agree	Strongly Agree
I prefer to participate fully rather than view life from the sidelines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I don't approach things halfheartedly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I love what I do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I look forward to each new day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can't wait to get started on a project.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can hardly wait to see what life has in store for me in the years ahead.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I awaken with a sense of excitement about the day's possibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I dread getting up in the morning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I don't have much energy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16. This question is about your levels *Wisdom, Knowledge and Justice*. Please indicate your level of agreement with the following statements....

	Strongly Disagree	Moderately Disagree	Mildly Disagree	Neither Agree Nor Disagree	Mildly Agree	Moderately Agree	Strongly Agree
I am adaptable, flexible and willing to change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am inquisitive and curious	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I show fairness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Page 4: Questions about your Marketing Department.

***We finish this survey with a few questions about your marketing department . This should take you 5 - 7 minutes.***

17. This question is about the **Accountability** of your Marketing Department. Please indicate your level of agreement with the following statements....

[+ More info](#)

	Strongly Disagree	Moderately Disagree	Mildly Disagree	Neither Agree Nor Disagree	Mildly Agree	Moderately Agree	Strongly Agree
The marketing department in our organization is effective at linking their activities to financial outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The marketing department in our organization shows the financial outcomes of their plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The marketing department in our organization has little attention for financial outcomes of their activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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16/12/2016

18. This question is about the **Customer Connectedness** of your Marketing Department. Please indicate your level of agreement with the following statements....

	Strongly Disagree	Moderately Disagree	Mildly Disagree	Neither Agree Nor Disagree	Mildly Agree	Moderately Agree	Strongly Agree
The marketing department in our organization is effective at translating customer needs into new products or services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The marketing department in our organization promotes customer needs in our firm.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The marketing department in our organization rarely shows how customer needs can be taken into account in our strategy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The marketing department in our organization does not have sufficient knowledge and skills to translate customer needs into technical specifications.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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16/12/2016

19. This question is about the **Innovativeness** of your Marketing Department compared with other departments in your organization. Please indicate the percentage of introduced new products in the last five years that were initiated by the following departments? Divide 100 points across four departments:

(1) R&D	<input type="text"/>
(2) Marketing	<input type="text"/>
(3) Sales	<input type="text"/>
(4) Other	<input type="text"/>

20. This question is about the **Creativity** of your Marketing Department. Please consider your organization's marketing program from last year. Compared with what your competitors were doing, how would you consider your marketing programs on a scale of 1 to 7.

	1	2	3	4	5	6	7
• Dull (1) ... Exciting (7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Fresh (1) ... Routine (7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Novel (1) ... Predictable (7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Trendsetting (1) ... Reworked ideas (7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Nothing special (1) ... An industry model (7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

21. This question is about the **Inter-Departmental Integration** of your Marketing Department. Please consider the extent to which the marketing department, in your organization, integrates and coordinates with other departments in the organization, such as sales, finance and R&D. Please answer the following questions

	1	2	3	4	5	6	7
Please indicate the extent to which the marketing department, and those departments listed, had problems concerning coordination of activities in the past three years...where 1 is NO PROBLEMS AT ALL and 7 is VERY MANY PROBLEMS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please indicate the extent to which the marketing department, and those departments listed, hindered each other's performance in the past three years?...where 1 is NOT HINDERED AT ALL and 7 is HINDERED A LOT.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**That's it!**

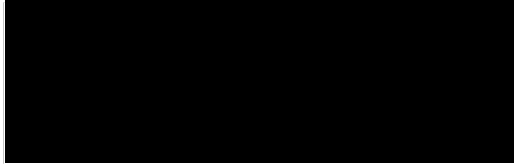
**Please click 'Finish' to make sure all your responses are saved.**

Page 5: Submission

***Thank you for taking part in this survey.***

**If you have any queries please do not hesitate to call me.**

**Chris Richardson, Marketing & Strategy Group, Aston Business School,  
Aston University, Birmingham B4 7ET**



## **Appendix D.4      Preparing, Describing and Assessing Characteristics of Data**

### ***Appendix D.4.1      Sample***

#### *Appendix D.4.1.1      Sample Source and Size*

Sample excluding unsuitable or uncontactable candidates and amounted to 7505 potential respondents. This is derived as follows

- Listings of Marketing Managers, Brand Managers and Product Managers **8234**
  - Personal contact lists derived from correspondence with 95 companies
  - MINT (Bureau Van Dijk) – a data listing company subscribed to by Aston University, yielding 1423 names of active marketing managers
  - Data HQ – an independent data listing company providing 6689 names of active marketing managers (see below).
  - Referrals – 27 names and details of marketing managers obtained from invitees who felt unsuited to taking part.

#### Less

- Failed email Deliveries 818
- Database removal requests 186
- Unsuitable respondents (based on questionnaire Q1) 28
- Net Database

Email from Data HQ – 15-1-16

Hi Chris,

Thank you for your enquiry, I have run a count for you following your request as closely as possible, the criteria is as follows. Do let me know if you want to amend anything at all.

**Criteria**

**Marketing Managers, Brand Managers & Product Managers**

**Email Addresses**

**Results**

Main file: 4,589 contacts across 2,554 sites.

Corporate contacts: 2,374 contacts across 2,229 sites

*Essentially we have two databases. Corporate Contacts is the top 20k companies in the UK based on turnover. Main File covers the whole of the UK business landscape, both files will have records available that suit your criteria so I have included them both here, there will be no overlap between the two.*

**The key points of note in regards to our Main File database:**

- 1 1.7million classified records, 575,000 SDM personal email addresses aside from other named contacts available additionally
- 2 Data comes from a number of carefully vetted sources including Companies House, 118 Information and is used by 95% of UK directories including Google and Yahoo.
- 3 Only whole UK databased to be cleansed in a UK call centre
- 4 Data is housed, cleansed and managed in-house by our own production team.
  1. We rebuild our database on a monthly basis to incorporate any updates from our suppliers and to ensure the data is as accurate as possible.
  2. Additional files include new business start ups and fastest growing companies
  3. **Guarantee.** Any inaccuracies above 5% will be replaced or reverified.

**The key points of note in regards to our Corporate Contacts database:**

- a) Exclusive to Data HQ. **Top 20k companies** in the UK, by turnover
- b) Researched and **verified** by our own in-house market research on a **3 monthly** basis - if a contact hasn't been verified in the last 3 months, it does not get included in counts
- c) **15 job title silos**, with 3 distinct management levels within each silo - Director, Manager & Other SDM - i.e IT Director, IT manager, Other IT Decision Maker
- d) 96% email population. All emails are personal - the file contains **no generic email addresses** (e.g sales@, info@)
- e) **Return & Renew Guarantee.** Any record which you find to be incorrect will be re-researched, re-verified and returned to you, completely free of charge

I hope this is helpful - do come back to me if you have any questions or queries at all and I look forward to hearing your feedback. Hopefully we can set up a trial to see how effective the survey is.

Many thanks

[Redacted signature block]



## Appendix D.4.2 Sampling Error Analyses

Data File: *FullDatabaseAnalysisUpdatedwihRESPONSE1-8-16KEYFILE.sav*

Output File: *ChiSquAnalofRespvNonRespProfiles21-10-16*

### Appendix D.4.2.1 Gender

Crosstab					
			Coded Sex Male=0 Fem=1		Total
			Male	Female	
Response Received	Non-Response	Count	3164	4621	7785
		Expected Count	3156.4	4628.6	7785.0
		Standardized Residual	.1	-.1	
	Respondent	Count	125	202	327
		Expected Count	132.6	194.4	327.0
		Standardized Residual	-.7	.5	
Total	Count	3289	4823	8112	
	Expected Count	3289.0	4823.0	8112.0	

Chi-Square Tests					
	Value	df	Asymptotic Significance (2- sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.760 <sup>a</sup>	1	.383		
Continuity Correction <sup>b</sup>	.663	1	.416		
Likelihood Ratio	.765	1	.382		
Fisher's Exact Test				.389	.208
Linear-by-Linear Association	.760	1	.383		
N of Valid Cases	8112				

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 132.58.

b. Computed only for a 2x2 table

### Appendix D.4.2.2 Number of Employees in Organization

Crosstab														
			Number of Employees Category										Total	
			0-4	5-9	10-19	20-49	50-99	100-249	250-749	750-2499	2500-9999	10000-24999		25000+
Response Received	Non-Response	Count	589	153	292	1579	1724	1793	959	442	183	56	15	7785
		Expected Count	596.9	153.6	289.8	1585.4	1723.6	1793.7	952.0	438.6	182.3	53.7	15.4	7785.0
		Standardized Residual	-.3	.0	.1	-.2	.0	.0	.2	.2	.0	.3	-.1	
	Respondent	Count	33	7	10	73	72	76	33	15	7	0	1	327
		Expected Count	25.1	6.4	12.2	66.6	72.4	75.3	40.0	18.4	7.7	2.3	.6	327.0
		Standardized Residual	1.6	.2	-.6	.8	.0	.1	-1.1	-.8	-.2	-1.5	.4	
	Total	Count	622	160	302	1652	1796	1869	992	457	190	56	16	8112
		Expected Count	622.0	160.0	302.0	1652.0	1796.0	1869.0	992.0	457.0	190.0	56.0	16.0	8112.0

### Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	8.265 <sup>a</sup>	10	.603
Likelihood Ratio	10.393	10	.407
Linear-by-Linear Association	4.458	1	.035
N of Valid Cases	8112		

a. 2 cells (9.1%) have expected count less than 5. The minimum expected count is .64.

***Appendix D.4.3      Research Survey – Listing of all 328 respondents***

ID number	Questionnaire Username	Position	Male/Femail	Number Employed by Organization	Date Questionnaire Completed
1		Brand Manager	F	80.0	22-Feb-16
2		Marketing Executive	F	117.0	22-Feb-16
3		Marketing Manager	M	545.0	22-Feb-16
4		Marketing Manager	M	709.0	22-Feb-16
5		Marketing Manager	M	386.0	22-Feb-16
6		Marketing Manager	F	2374.0	23-Feb-16
7		Marketing Manager	M	173.0	02-Mar-16
8		Marketing Manager	F	56.0	29-Feb-16
10		Marketing Manager	F	111.0	01-Mar-16
11		Marketing Manager	M	221.0	10-Mar-16
12		Marketing Manager	F	115.0	01-Mar-16
13		Marketing Manager	F	82.0	29-Feb-16
14		Marketing Manager	M	105.0	29-Feb-16
15		Marketing Manager	M	75.0	16-Mar-16
16		Marketing Manager	F	125.0	15-Mar-16
18		Marketing Manager	M	50.0	24-Mar-16
19		Marketing Manager	F	125.0	17-Mar-16
20		Marketing Manager	F	150.0	15-Mar-16
21		Marketing Manager	F	50.0	21-Mar-16
22		Marketing Manager	M	10000.0	15-Mar-16
23		Marketing Manager	M	60.0	14-Mar-16
24		Marketing Manager	F	60.0	15-Mar-16
25		Marketing Manager	M	170.0	16-Mar-16
26		Marketing Manager	M	17000.0	15-Mar-16
27		Marketing Manager	M	55.0	16-Mar-16
28		Marketing Manager	F	100.0	16-Mar-16
29		Marketing Manager	M	200.0	15-Mar-16
30		Marketing Manager	F	120.0	15-Mar-16
31		Marketing Manager	M	55.0	16-Mar-16
32		Marketing Manager	F	200.0	15-Mar-16
33		Marketing Manager	F	80.0	15-Mar-16
34		Marketing Manager	M	1923.0	21-Mar-16
36		Marketing Manager	F	107.0	27-Apr-16
37		Marketing Manager	F	160.0	27-Apr-16
38		Marketing Manager	F	528.0	27-Apr-16
39		Marketing Manager	M	169.0	27-Apr-16
40		Marketing Manager	F	250.0	27-Apr-16
41		Marketing Manager	F	494.0	27-Apr-16
42		Marketing Manager	F	21.0	27-Apr-16
43		Marketing Manager	M	-999.0	03-May-16
44		Marketing Manager	M	130.0	29-Apr-16
45		Marketing Manager	M	296.0	27-Apr-16
46		Marketing Manager	F	786.0	27-Apr-16
47		Marketing Manager	M	220.0	27-Apr-16
48		Marketing Manager	F	5590.0	27-Apr-16
49		Marketing Manager	M	116.0	29-Apr-16

ID number	Questionnaire Username	Position	Male/Femail	Number Employed by Organization	Date Questionnaire Completed
50		Marketing Manager	F	87.0	27-Apr-16
52		Marketing Manager	M	54.0	28-Apr-16
53		Marketing Manager	M	155.0	27-Apr-16
54		Marketing Manager	M	325.0	27-Apr-16
55		Marketing Manager	F	1000.0	04-May-16
56		Marketing Manager	F	950.0	27-Apr-16
57		Marketing Manager	M	321.0	27-Apr-16
58		Marketing Manager	F	113.0	27-Apr-16
59		Marketing Manager	F	63.0	27-Apr-16
60		Marketing Manager	F	28.0	27-Apr-16
61		Marketing Manager	F	101.0	28-Apr-16
62		Marketing Manager	F	-999.0	04-May-16
63		Marketing Manager	F	95.0	28-Apr-16
64		Marketing Manager	M	45.0	28-Apr-16
65		Marketing Manager	F	60.0	28-Apr-16
66		Marketing Manager	F	1678.0	27-Apr-16
67		Marketing Manager	F	7.0	27-Apr-16
68		Marketing Manager	F	5.0	30-Apr-16
69		Marketing Manager	F	500.0	28-Apr-16
70		Marketing Manager	M	8.0	28-Apr-16
71		Marketing Manager	F	60.0	28-Apr-16
72		Marketing Manager	M	35.0	28-Apr-16
73		Marketing Manager	F	98.0	28-Apr-16
74		Marketing Manager	M	30.0	28-Apr-16
75		Marketing Manager	M	24.0	03-May-16
76		Marketing Manager	F	60.0	03-May-16
77		Marketing Manager	F	130.0	28-Apr-16
78		Marketing Manager	F	45.0	28-Apr-16
81		Marketing Manager	M	200.0	27-Apr-16
82		Marketing Manager	M	55.0	28-Apr-16
83		Marketing Manager	F	40.0	29-Apr-16
84		Marketing Manager	F	30.0	28-Apr-16
85		Marketing Manager	F	30.0	28-Apr-16
86		Marketing Manager	F	20.0	28-Apr-16
87		Marketing Manager	F	26.0	03-May-16
88		Marketing Manager	M	48.0	28-Apr-16
90		Marketing Manager	M	80.0	28-Apr-16
91		Marketing Manager	M	110.0	28-Apr-16
93		Marketing Manager	M	40.0	28-Apr-16
94		Marketing Manager	M	100.0	29-Apr-16
95		Marketing Manager	M	32.0	28-Apr-16
97		Marketing Manager	M	100.0	28-Apr-16
98		Marketing Manager	M	32.0	28-Apr-16
99		Marketing Manager	F	22.0	03-May-16
100		Marketing Manager	M	4.0	03-May-16
101		Marketing Manager	F	420.0	28-Apr-16

ID number	Questionnaire Username	Position	Male/Femail	Number Employed by Organization	Date Questionnaire Completed
103		Marketing Manager	F	50.0	03-May-16
104		Marketing Manager	M	125.0	28-Apr-16
105		Marketing Manager	F	17.0	28-Apr-16
106		Marketing Manager	F	6.0	28-Apr-16
107		Marketing Manager	M	1100.0	03-May-16
108		Marketing Manager	M	40.0	28-Apr-16
109		Marketing Manager	M	100.0	28-Apr-16
110		Marketing Manager	M	70.0	28-Apr-16
112		Marketing Manager	M	25.0	29-Apr-16
113		Product Manager	F	322.0	24-Sep-15
114		Marketing Manager	F	322.0	25-Sep-15
115		Product Manager	M	322.0	25-Sep-15
116		Marketing Manager	F	322.0	28-Sep-15
118		Marketing Executive	F	49.0	13-Nov-15
119		UK & Ireland Product Manager	M	1198.0	03-Dec-15
120		Product Manager	M	49.0	06-Jan-16
121		Brand Manager	F	12761.0	06-Jan-16
122		Brand Manager	F	4409.0	29-Feb-16
123		Marketing Manager	M	192.0	15-Mar-16
124		Marketing Manager	F	140.0	14-Mar-16
126		Marketing Manager	F	50.0	21-Apr-16
127		Marketing Manager	M	65.0	25-Apr-16
128		Marketing Manager	F	68.0	22-Apr-16
129		Marketing Manager	F	500.0	23-Apr-16
131		Marketing Manager	M	150.0	21-Apr-16
132		Marketing Manager	F	137.0	22-Apr-16
133		Marketing Manager	F	342.0	05-May-16
134		Marketing Manager	F	99.0	05-May-16
135		Marketing Manager	F	750.0	05-May-16
136		Marketing Manager	F	153.0	06-May-16
137		Marketing Manager	M	683.0	05-May-16
138		Marketing Manager	F	-999.0	06-May-16
139		Brand Manager	M	20.0	05-May-16
140		Marketing Manager	M	250.0	05-May-16
141		Marketing Manager	F	2.0	06-May-16
143		Marketing Manager	F	69.0	09-May-16
144		Marketing Manager	F	40.0	05-May-16
145		Marketing Manager	F	-999.0	05-May-16
147		Marketing Manager	F	89.0	06-May-16
148		Marketing Manager	F	53.0	05-May-16
149		Marketing Manager	F	1630.0	05-May-16
150		Marketing Manager	F	173.0	05-May-16
151		Marketing Manager	M	138.0	05-May-16
152		Marketing Manager	M	1048.0	12-May-16
153		Marketing Manager	F	100.0	06-May-16
154		Marketing Manager	M	41.0	06-May-16

ID number	Questionnaire Username	Position	Male/Femail	Number Employed by Organization	Date Questionnaire Completed
158		Marketing Manager	F	41.0	05-May-16
159		Marketing Manager	F	25.0	05-May-16
160		Marketing Manager	F	50.0	05-May-16
161		Marketing Manager	F	35.0	05-May-16
163		Marketing Manager	M	20.0	11-May-16
164		Marketing Manager	F	22.0	05-May-16
165		Marketing Manager	M	25.0	05-May-16
167		Marketing Manager	F	30.0	10-May-16
168		Marketing Manager	M	90.0	05-May-16
169		Marketing Manager	F	200.0	05-May-16
170		Marketing Manager	F	45.0	05-May-16
171		Marketing Manager	F	21.0	05-May-16
172		Marketing Manager	M	14.0	05-May-16
173		Marketing Manager	F	40.0	06-May-16
174		Marketing Manager	F	160.0	11-May-16
175		Marketing Manager	F	40.0	06-May-16
176		Marketing Manager	M	99.0	05-May-16
177		Marketing Manager	F	150.0	09-May-16
178		Marketing Manager	M	200.0	09-May-16
179		Marketing Manager	M	50.0	05-May-16
182		Marketing Manager	M	50.0	05-May-16
183		Marketing Manager	M	30.0	11-May-16
184		Marketing Manager	F	20.0	05-May-16
185		Marketing Manager	F	29.0	09-May-16
186		Marketing Manager	M	100.0	06-May-16
187		Marketing Manager	F	6.0	06-May-16
188		Marketing Manager	F	200.0	05-May-16
189		Marketing Manager	F	7.0	05-May-16
190		Marketing Manager	M	20.0	05-May-16
191		Marketing Manager	M	13.0	05-May-16
193		Marketing Manager	F	59.0	05-May-16
194		Marketing Manager	M	60.0	05-May-16
195		Marketing Manager	F	15.0	06-May-16
196		Marketing Manager	F	55.0	05-May-16
197		Interim Marketing Manager	M	900.0	15-Jun-16
198		Marketing Manager	F	322.0	12-Nov-15
200		Marketing Manager	M	99.0	21-Apr-16
201		Marketing Manager	M	108.0	21-Apr-16
203		Senior Marketing Manager	M	540.0	21-Apr-16
204		Senior Marketing Manager	M	78.0	26-Apr-16
205		Marketing Manager	F	650.0	28-Apr-16
206		Marketing Manager	F	400.0	28-Apr-16
207		Marketing Manager	F	60.0	29-Apr-16
209		Marketing Manager	F	400.0	16-May-16
210		Marketing Manager	M	455.0	13-May-16
211		Marketing Manager	F	269.0	13-May-16

ID number	Questionnaire Username	Position	Male/Femail	Number Employed by Organization	Date Questionnaire Completed
213		Marketing Manager	M	80.0	13-May-16
214		Marketing Manager	M	138.0	13-May-16
215		Marketing Manager	F	35470.0	25-May-16
216		Marketing Manager	F	56.0	13-May-16
217		Marketing Manager	F	255.0	13-May-16
218		Marketing Manager	F	50.0	13-May-16
219		Marketing Manager	F	31.0	13-May-16
221		Marketing Manager	M	1100.0	13-May-16
222		Marketing Manager	F	8179.0	13-May-16
223		Marketing Manager	F	-999.0	13-May-16
224		Marketing Manager	M	64.0	13-May-16
225		Marketing Manager	F	-999.0	13-May-16
226		Marketing Manager	F	5.0	13-May-16
227		Marketing Manager	F	33.0	20-May-16
228		Marketing Manager	M	50.0	16-May-16
229		Marketing Manager	F	100.0	13-May-16
230		Marketing Manager	F	190.0	13-May-16
231		Marketing Manager	F	70.0	13-May-16
233		Marketing Manager	F	30.0	16-May-16
234		Brand Manager	F	15.0	15-May-16
235		Marketing Manager	F	40.0	13-May-16
236		Marketing Manager	F	75.0	13-May-16
237		Marketing Manager	F	25.0	13-May-16
238		Marketing Manager	F	20.0	13-May-16
239		Marketing Manager	F	40.0	18-May-16
240		Marketing Manager	F	29.0	13-May-16
241		Marketing Manager	M	500.0	13-May-16
242		Marketing Manager	F	150.0	13-May-16
243		Marketing Manager	F	75.0	13-May-16
247		Brand Manager	M	110.0	11-Jan-16
248		Product Manager	F	322.0	13-Jan-16
249		Brand Manager	M	110.0	18-Jan-16
250		Marketing Manager	M	-999.0	15-Jun-16
251		Marketing Manager	M	188.0	14-Jun-16
252		Marketing Manager	M	140.0	15-Jun-16
253		Marketing Manager	F	65.0	14-Jun-16
254		Marketing Manager	F	85.0	15-Jun-16
256		Marketing Manager	F	140.0	15-Jun-16
257		Marketing Manager	F	100.0	16-Jun-16
258		Marketing Manager	F	162.0	14-Jun-16
259		Marketing Manager	M	85.0	15-Jun-16
260		Marketing Manager	F	69.0	15-Jun-16
261		Marketing Manager	F	300.0	15-Jun-16
262		Marketing Manager	F	301.0	15-Jun-16
263		Marketing Manager	M	125.0	17-Jun-16
264		Marketing Manager	F	180.0	15-Jun-16



ID number	Questionnaire Username	Position	Male/Femail	Number Employed by Organization	Date Questionnaire Completed
265		Marketing Manager	F	50.0	15-Jun-16
266		Marketing Manager	F	250.0	20-Jun-16
267		Marketing Manager	M	50.0	14-Jun-16
268		Marketing Manager	F	100.0	15-Jun-16
269		Marketing Manager	F	150.0	14-Jun-16
270		Marketing Manager	M	118.0	15-Jun-16
271		Marketing Manager	F	825.0	16-Jun-16
272		Marketing Manager	F	101.0	15-Jun-16
273		Marketing Manager	F	-999.0	14-Jun-16
274		Marketing Manager	M	133.0	15-Jun-16
275		Marketing Manager	F	692.0	15-Jun-16
276		Marketing Manager	F	1268.0	16-Jun-16
277		Marketing Manager	F	207.0	15-Jun-16
278		Marketing Manager	M	186.0	15-Jun-16
279		Marketing Manager	F	110.0	14-Jun-16
281		Marketing Manager	F	-999.0	15-Jun-16
282		Marketing Manager	M	-999.0	15-Jun-16
283		Marketing Manager	F	80.0	15-Jun-16
285		Marketing Manager	F	221.0	14-Jun-16
286		Marketing Manager	M	50.0	15-Jun-16
287		Marketing Manager	M	60.0	14-Jun-16
289		Marketing Manager	F	35.0	15-Jun-16
291		Marketing Manager	M	20.0	20-Jun-16
292		Marketing Manager	F	250.0	15-Jun-16
293		Marketing Manager	F	10.0	15-Jun-16
295		Marketing Manager	F	30.0	17-Jun-16
296		Marketing Manager	M	177.0	15-Jun-16
297		Marketing Manager	F	40.0	15-Jun-16
298		Marketing Manager	F	50.0	15-Jun-16
299		Marketing Manager	F	3117.0	15-Jun-16
300		Marketing Manager	M	45.0	15-Jun-16
301		Marketing Manager	F	70.0	14-Jun-16
302		Marketing Manager	M	30.0	15-Jun-16
303		Marketing Manager	F	35.0	15-Jun-16
305		Marketing Manager	F	35.0	15-Jun-16
306		Marketing Manager	F	35.0	15-Jun-16
307		Product Manager	F	18.0	20-Jun-16
308		Marketing Manager	M	35.0	15-Jun-16
309		Marketing Manager	M	112.0	21-Jun-16
310		Marketing Manager	M	117.0	21-Jun-16
312		Marketing Manager	M	250.0	21-Jun-16
313		Marketing Manager	F	135.0	23-Jun-16
314		Marketing Manager	M	70.0	21-Jun-16
315		Marketing Manager	M	-999.0	21-Jun-16
317		Marketing Manager	M	2850.0	21-Jun-16
318		Marketing Manager	F	-999.0	22-Jun-16

150

ID number	Questionnaire Username	Position	Male/Femail	Number Employed by Organization	Date Questionnaire Completed
319		Marketing Manager	M	12.0	22-Jun-16
320		Marketing Manager	F	492.0	23-Jun-16
321		Marketing, Admission and De	F	100.0	21-Jun-16
322		Product Manager	M	323.0	18-Jan-16
323		Product Manager	F	323.0	18-Jan-16
324		Product Manager	M	322.0	29-Feb-16
325		Head of Brand	M	12761.0	29-Feb-16
326		Manager - UK Product Manag	M	1700.0	27-May-16
327		Consumer Brand Manager	F	1700.0	02-Jun-16
328		Marketing Manager	M	1700.0	10-Jun-16

1

#### Appendix D.4.4 Test for Normality – Skewness and Kurtosis

Skewness describes where data lies and whether it is heavily weighted to the left or the right. Kurtosis describes how flat or peaked the curve is.

A value outside  $\pm 1$  suggests a skewness or kurtosis issue. ie. skewed left or right, or data which is peaked or relatively flat data.

Alternative evaluation requires that scores should be less than 3x the standard error to be deemed acceptable. If more than 3xS.E. then likely Skewness or Kurtosis problem.

Traits									
		BRV	MOT	INT	PER	ZES	WIS	JUS	
N	Valid	328	328	328	328	328	328	328	328
	Missing	0	0	0	0	0	0	0	0
Skewness		-.625	-.922	-1.929	-1.543	-1.415	-1.634	-1.524	
Std. Error of Skewness		.135	.135	.135	.135	.135	.135	.135	
Kurtosis		-.005	.733	4.431	3.384	2.751	4.111	2.228	
Std. Error of Kurtosis		.268	.268	.268	.268	.268	.268	.268	

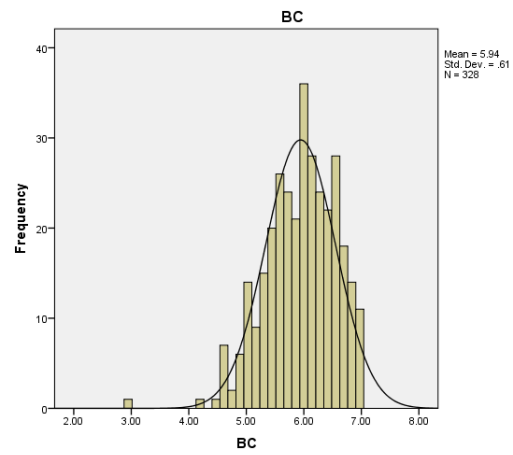
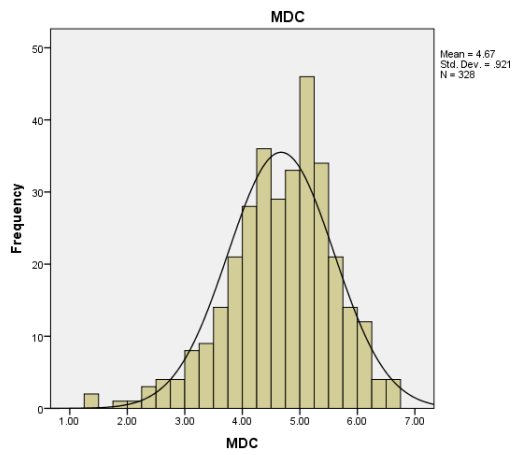
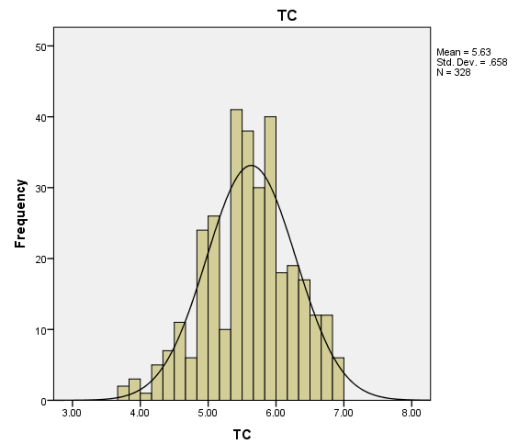
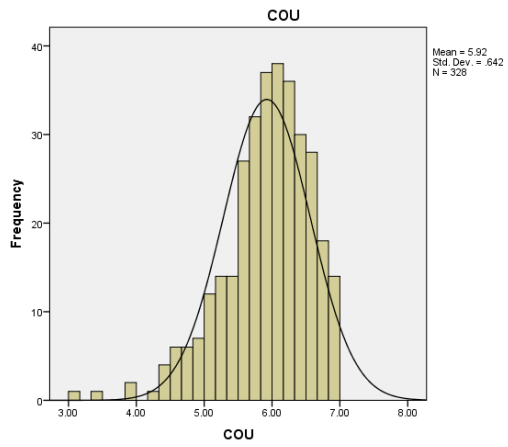
Competences										
		FMS	IMS	AMI	PPB	DPW	BBM	GCO	SEF	DES
N	Valid	328	328	328	328	328	328	328	328	328
	Missing	0	0	0	0	0	0	0	0	0
Skewness		-.348	-.384	-.336	-.631	-.921	-.450	-1.226	-1.225	-.269
Std. Error of Skewness		.135	.135	.135	.135	.135	.135	.135	.135	.135
Kurtosis		.051	.065	-.258	.674	2.030	-.121	1.386	2.324	-.289
Std. Error of Kurtosis		.268	.268	.268	.268	.268	.268	.268	.268	.268

Marketing Dept. Capabilities						
		ACC	CUS	INN	CRE	IDI
N	Valid	328	328	328	328	328
	Missing	0	0	0	0	0
Skewness		-.805	-1.245	.642	-.415	-.533
Std. Error of Skewness		.135	.135	.135	.135	.135
Kurtosis		-.162	1.799	.375	-.322	-.533
Std. Error of Kurtosis		.268	.268	.268	.268	.268

#### Statistics

		COU	TC	BC	MDC
N	Valid	328	328	328	328
	Missing	0	0	0	0
Skewness		-.947	-.279	-.647	-.556
Std. Error of Skewness		.135	.135	.135	.135
Kurtosis		1.410	-.096	1.030	.645
Std. Error of Kurtosis		.268	.268	.268	.268



## Appendix D.4.5 Non-Response Error

Date File: *MMX&QMainDataFile14-10-16KEYDOC*

Output File: *AllConstructsover3ResponseWaves2-8-16*

Descriptives									
		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
FMS	Responded without reminder	121	5.6584	.72835	.06621	5.5273	5.7895	3.67	7.00
	Responded after 1 reminder	77	5.7229	.73628	.08391	5.5558	5.8901	3.00	7.00
	Respondent after 2,3 or 4 reminders	130	5.8077	.71992	.06314	5.6828	5.9326	4.00	7.00
	Total	328	5.7327	.72762	.04018	5.6537	5.8118	3.00	7.00
IMS	Responded without reminder	121	5.6942	.72596	.06600	5.5635	5.8249	3.33	7.00
	Responded after 1 reminder	77	5.7489	.71972	.08202	5.5856	5.9123	4.00	7.00
	Respondent after 2,3 or 4 reminders	130	5.7615	.72156	.06328	5.6363	5.8867	4.00	7.00
	Total	328	5.7337	.72119	.03982	5.6554	5.8121	3.33	7.00
AMI	Responded without reminder	121	5.3760	.95368	.08670	5.2044	5.5477	3.00	7.00
	Responded after 1 reminder	77	5.4935	.87919	.10019	5.2940	5.6931	3.00	7.00
	Respondent after 2,3 or 4 reminders	130	5.4577	.84687	.07428	5.3107	5.6046	3.00	7.00
	Total	328	5.4360	.89367	.04934	5.3389	5.5330	3.00	7.00
PPB	Responded without reminder	121	5.7335	.76631	.06966	5.5955	5.8714	2.50	7.00
	Responded after 1 reminder	77	5.8864	.76148	.08678	5.7135	6.0592	3.50	7.00
	Respondent after 2,3 or 4 reminders	130	5.8519	.70621	.06194	5.7294	5.9745	4.00	7.00
	Total	328	5.8163	.74243	.04099	5.7357	5.8970	2.50	7.00
DPW	Responded without reminder	121	5.9256	.76435	.06949	5.7880	6.0632	2.33	7.00
	Responded after 1 reminder	77	6.0996	.61193	.06974	5.9607	6.2385	4.00	7.00
	Respondent after 2,3 or 4 reminders	130	6.1179	.64681	.05673	6.0057	6.2302	4.33	7.00
	Total	328	6.0427	.68888	.03804	5.9679	6.1175	2.33	7.00
BBM	Responded without reminder	121	5.8512	.80789	.07344	5.7058	5.9967	3.50	7.00
	Responded after 1 reminder	77	5.9935	.77584	.08842	5.8174	6.1696	4.00	7.00
	Respondent after 2,3 or 4 reminders	130	6.0692	.70368	.06172	5.9471	6.1913	3.50	7.00
	Total	328	5.9710	.76421	.04220	5.8880	6.0540	3.50	7.00
BRV	Responded without reminder	121	5.5840	.96156	.08741	5.4109	5.7571	3.00	7.00
	Responded after 1 reminder	77	5.6623	.95894	.10928	5.4447	5.8800	2.67	7.00
	Respondent after 2,3 or 4 reminders	130	5.7795	.87904	.07710	5.6269	5.9320	3.67	7.00
	Total	328	5.6799	.93020	.05136	5.5788	5.7809	2.67	7.00
MOT	Responded without reminder	121	5.1901	1.40094	.12736	4.9379	5.4422	1.00	7.00
	Responded after 1 reminder	77	5.2597	1.28716	.14669	4.9676	5.5519	1.33	7.00
	Respondent after 2,3 or 4 reminders	130	5.3692	1.09909	.09640	5.1785	5.5600	2.00	7.00
	Total	328	5.2774	1.26020	.06958	5.1406	5.4143	1.00	7.00
INT	Responded without reminder	121	6.5971	.60327	.05484	6.4885	6.7057	3.75	7.00
	Responded after 1 reminder	77	6.6623	.50778	.05787	6.5471	6.7776	4.00	7.00
	Respondent after 2,3 or 4 reminders	130	6.6173	.53933	.04730	6.5237	6.7109	4.50	7.00
	Total	328	6.6204	.55574	.03069	6.5601	6.6808	3.75	7.00
PER	Responded without reminder	121	6.2665	.76970	.06997	6.1280	6.4051	2.50	7.00
	Responded after 1 reminder	77	6.2403	.82860	.09443	6.0522	6.4283	2.75	7.00
	Respondent after 2,3 or 4 reminders	130	6.3192	.71190	.06244	6.1957	6.4428	4.00	7.00
	Total	328	6.2813	.76024	.04198	6.1987	6.3638	2.50	7.00
ZES	Responded without reminder	121	5.7041	1.20833	.10985	5.4866	5.9216	1.20	7.00
	Responded after 1 reminder	77	5.7610	1.08241	.12335	5.5154	6.0067	1.00	7.00
	Respondent after 2,3 or 4 reminders	130	5.7969	.90511	.07938	5.6399	5.9540	2.40	7.00
	Total	328	5.7543	1.06440	.05877	5.6386	5.8699	1.00	7.00
ACC	Responded without reminder	121	5.0551	1.59301	.14482	4.7684	5.3418	1.00	7.00
	Responded after 1 reminder	77	5.3939	1.37088	.15623	5.0828	5.7051	1.67	7.00
	Respondent after 2,3 or 4 reminders	130	5.3692	1.33220	.11684	5.1381	5.6004	2.00	7.00
	Total	328	5.2591	1.44661	.07988	5.1020	5.4163	1.00	7.00
CUS	Responded without reminder	121	5.5868	1.26053	.11459	5.3599	5.8137	1.00	7.00
	Responded after 1 reminder	77	5.8874	1.01395	.11555	5.6573	6.1176	1.67	7.00
	Respondent after 2,3 or 4 reminders	130	5.7718	1.07034	.09387	5.5861	5.9575	2.67	7.00
	Total	328	5.7307	1.13495	.06267	5.6074	5.8540	1.00	7.00
INN	Responded without reminder	121	3.07	1.219	.111	2.85	3.29	1	7
	Responded after 1 reminder	77	3.05	1.495	.170	2.71	3.39	1	7
	Respondent after 2,3 or 4 reminders	130	3.02	1.532	.134	2.76	3.29	1	7
	Total	328	3.05	1.411	.078	2.90	3.20	1	7
CRE	Responded without reminder	121	4.4855	1.44889	.13172	4.2247	4.7463	1.00	7.00
	Responded after 1 reminder	77	4.8506	1.29413	.14748	4.5569	5.1444	1.00	7.00
	Respondent after 2,3 or 4 reminders	130	4.7788	1.26469	.11092	4.5594	4.9983	1.50	7.00
	Total	328	4.6875	1.34732	.07439	4.5412	4.8338	1.00	7.00
IDI	Responded without reminder	121	4.6570	1.48609	.13510	4.3895	4.9245	1.00	7.00
	Responded after 1 reminder	77	4.6494	1.59989	.18232	4.2862	5.0125	1.00	7.00
	Respondent after 2,3 or 4 reminders	130	4.6269	1.46445	.12844	4.3728	4.8810	1.00	7.00
	Total	328	4.6433	1.50053	.08285	4.4803	4.8063	1.00	7.00

**Test of Homogeneity of Variances**

	Levene Statistic	df1	df2	Sig.
FMS	.094	2	325	.911
IMS	.075	2	325	.928
AMI	2.688	2	325	.070
PPB	.286	2	325	.751
DPW	1.198	2	325	.303
BBM	1.082	2	325	.340
BRV	.207	2	325	.813
MOT	1.649	2	325	.194
INT	1.421	2	325	.243
PER	.170	2	325	.844
ZES	3.494	2	325	.032
ACC	3.190	2	325	.042
CUS	2.064	2	325	.129
INN	2.748	2	325	.066
CRE	2.189	2	325	.114
IDI	.407	2	325	.666

## ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
FMS	Between Groups	1.406	2	.703	1.331	.266
	Within Groups	171.718	325	.528		
	Total	173.124	327			
IMS	Between Groups	.307	2	.154	.294	.745
	Within Groups	169.773	325	.522		
	Total	170.080	327			
AMI	Between Groups	.751	2	.375	.469	.626
	Within Groups	260.405	325	.801		
	Total	261.155	327			
PPB	Between Groups	1.373	2	.687	1.247	.289
	Within Groups	178.872	325	.550		
	Total	180.245	327			
DPW	Between Groups	2.644	2	1.322	2.816	.061
	Within Groups	152.536	325	.469		
	Total	155.180	327			
BBM	Between Groups	3.029	2	1.514	2.619	.074
	Within Groups	187.946	325	.578		
	Total	190.975	327			
BRV	Between Groups	2.425	2	1.213	1.405	.247
	Within Groups	280.517	325	.863		
	Total	282.943	327			
MOT	Between Groups	2.043	2	1.021	.642	.527
	Within Groups	517.266	325	1.592		
	Total	519.309	327			
INT	Between Groups	.202	2	.101	.326	.722
	Within Groups	100.791	325	.310		
	Total	100.993	327			
PER	Between Groups	.343	2	.172	.296	.744
	Within Groups	188.649	325	.580		
	Total	188.992	327			
ZES	Between Groups	.544	2	.272	.239	.788
	Within Groups	369.930	325	1.138		
	Total	370.474	327			
ACC	Between Groups	8.012	2	4.006	1.925	.148
	Within Groups	676.293	325	2.081		
	Total	684.306	327			
CUS	Between Groups	4.618	2	2.309	1.801	.167
	Within Groups	416.593	325	1.282		
	Total	421.211	327			
INN	Between Groups	.166	2	.083	.041	.959
	Within Groups	651.054	325	2.003		
	Total	651.220	327			
CRE	Between Groups	8.070	2	4.035	2.240	.108
	Within Groups	585.524	325	1.802		
	Total	593.594	327			
IDI	Between Groups	.060	2	.030	.013	.987
	Within Groups	736.205	325	2.265		
	Total	736.265	327			

### Robust Tests of Equality of Means

		Statistic <sup>a</sup>	df1	df2	Sig.
FMS	Welch	1.337	2	191.616	.265
	Brown-Forsythe	1.324	2	285.274	.268
IMS	Welch	.292	2	192.792	.747
	Brown-Forsythe	.294	2	289.860	.745
AMI	Welch	.442	2	192.218	.644
	Brown-Forsythe	.470	2	290.265	.626
PPB	Welch	1.192	2	189.931	.306
	Brown-Forsythe	1.231	2	280.337	.294
DPW	Welch	2.542	2	197.395	.081
	Brown-Forsythe	2.912	2	304.358	.056
BBM	Welch	2.583	2	189.294	.078
	Brown-Forsythe	2.586	2	280.155	.077
BRV	Welch	1.434	2	189.431	.241
	Brown-Forsythe	1.383	2	278.570	.253
MOT	Welch	.662	2	186.509	.517
	Brown-Forsythe	.631	2	275.101	.533
INT	Welch	.348	2	197.235	.706
	Brown-Forsythe	.336	2	304.907	.715
PER	Welch	.296	2	186.147	.744
	Brown-Forsythe	.285	2	263.017	.752
ZES	Welch	.234	2	185.331	.792
	Brown-Forsythe	.235	2	273.573	.790
ACC	Welch	1.757	2	193.056	.175
	Brown-Forsythe	1.949	2	293.995	.144
CUS	Welch	1.743	2	197.307	.178
	Brown-Forsythe	1.861	2	304.268	.157
INN	Welch	.043	2	187.300	.958
	Brown-Forsythe	.041	2	269.282	.960
CRE	Welch	2.090	2	193.101	.126
	Brown-Forsythe	2.259	2	293.543	.106
IDI	Welch	.014	2	188.379	.986
	Brown-Forsythe	.013	2	271.088	.987

a. Asymptotically F distributed.



#### Appendix D.4.6 Social Desirability Bias

An adaptation of Crowne and Marlow (1960) 33 item scale, developed by Reynolds (1982) was used to measure the social desirability construct. While Reynolds found his *Short Form C* scale to be most reliable, the shorter 11 point, *Short Form A* scale was used for brevity. Reynolds results showed that his *Short Form A* was still more reliable than the two forms proposed by Strahan and Gerbasi (1972): M-C 1 and M-C 2, 10 item scales. This decision was based on concerns about the length of the questionnaire and expected completion time. It should also be noted that the 11 item scale used in this research demonstrated a reliability (Cronbach  $\alpha$ ) of 0.69. With 0.7 being regarded as a common cut-off point (Field, 2009, p.675), this should be regarded as an acceptable level of reliability.

**Paired Samples Correlations**

		N	Correlation	Sig.
Pair 1	DES & BRV	328	.438	.000
Pair 2	DES & MOT	328	.210	.000
Pair 3	DES & INT	328	.414	.000
Pair 4	DES & PER	328	.371	.000
Pair 5	DES & ZES	328	.451	.000
Pair 6	DES & WIS	328	.367	.000
Pair 7	DES & JUS	328	.347	.000
Pair 8	DES & FMS	328	.233	.000
Pair 9	DES & IMS	328	.220	.000
Pair 10	DES & AMI	328	.143	.009
Pair 11	DES & PPB	328	.255	.000
Pair 12	DES & DPW	328	.395	.000
Pair 13	DES & BBM	328	.178	.001
Pair 14	DES & GCO	328	.457	.000
Pair 15	DES & SEF	328	.388	.000
Pair 16	DES & ACC	328	.289	.000
Pair 17	DES & CUS	328	.283	.000
Pair 18	DES & INN	328	.097	.078
Pair 19	DES & CRE	328	.153	.005
Pair 20	DES & IDI	328	.263	.000

## Appendix D.4.7 Tests for Formative Constructs

Decision Rules for Determining whether a Construct is Formative or Reflective (JARVIS, C. B. S., MACKENZIE, S. B. & PODSAKOFF, P. M. 2003.)									
	Formative Model (F)	Reflective Model (R)	FMS	IMS	AMI	PPB	DPW	BBM	
1. Direction of causality from construct to measure implied by the conceptual definition	Direction of causality is from items to construct	Direction of causality is from construct to items							
Are the indicators (items) (a) defining characteristics or (b) manifestations of the construct?	Indicators are defining characteristics of the construct	Indicators are manifestations of the construct	F	F	F	F	F	F	F
Would changes in the indicators/items cause changes in the construct or not?	Changes in the indicators should cause changes in the construct	Changes in the indicator should not cause changes in the construct	F	F	F	F	F	F	F
Would changes in the construct cause changes in the indicators?	Changes in the construct do not cause changes in the indicators	Changes in the construct do cause changes in the indicators	F	F	F	F	F	F	F
2. Interchangeability of the indicators/items	Indicators need not be interchangeable	Indicators should be interchangeable							
Should the indicators have the same or similar content? Do the indicators share a common theme?	Indicators need not have the same or similar content/indicators need not share a common theme	Indicators should have the same or similar content/indicators should share a common theme	F	F	F	F	F	F	F
Would dropping one of the indicators alter the conceptual domain of the construct?	Dropping an indicator may alter the conceptual domain of the construct	Dropping an indicator should not alter the conceptual domain of the construct	F	F	F	F	F	F	F
3. Covariation among the indicators	Not necessary for indicators to covary with each other	Indicators are expected to covary with each other							
Should a change in one of the indicators be associated with changes in the other indicators?	Not necessarily	Yes	F	F	F	F	F	F	F
4. Nomological net of the construct indicators	Nomological net for the indicators may differ	Nomological net for the indicators should not differ							
Are the indicators/items expected to have the same antecedents and consequences?	Indicators are not required to have the same antecedents and consequences	Indicators are required to have the same antecedents and consequences	F	F	F	F	F	F	F

#### **Appendix D.4.8 Tests of Construct Validity Tests for Technical and behavioural competences (formative variables)**

This appendix covers the implementation of the 4 tests of Diamantopoulos and Winklhofer (2001) to examine the validity of Technical Competence and Behavioural Competence (assumed formative) constructs. It uses Smart PLS to model a mix of formative constructs and reflective constructs.

##### **Test 1 – Content Specification**

The scope of latent variable – domain intended to capture. As formative constructs are determined by indicators, indicator specification is crucial. – should include all facets of construct. Breadth of definition extremely important to causal indicators (Nunnally and Bernstein, 1994)

*Conclusion: Delphi results would pass this test.*

##### **Test 2 – Indicator Specification**

Census of indicators necessary for formative specification (Bollen and Lennox, 1991). “Items used as indicators must cover the entire scope of the latent variable as described under content specification” (Diamantopoulos and Winklhofer, 2001) p.271

*Conclusion: Delphi results would pass this test*

##### **Test 3 – Indicator Collinearity**

High levels would make the assessment of indicator validity problematic

Outer VIF Values		Inner VIF Values	
		VIF	
Q2_1n		1.414	
Q2_2n		1.462	
Q2_3n		1.326	
Q3_1n		1.770	
Q3_2n		1.445	
Q3_3n		1.533	
Q4_1n		1.467	
Q4_2n		1.467	
Q5_1n		1.367	
Q5_2n		2.314	
Q5_3n		2.176	
Q5_4n		1.803	
Q6_1n		1.389	
Q6_2n		1.525	
Q6_3n		1.369	
Q7_1n		1.748	
Q7_2n		1.748	

*Conclusion: All below 2.314 – well below ‘action’ level of 5 (Hair Jr et al., 2016). No collinearity problems .*

##### **Test 4 – External Validity (final approach to validation, p.273)**

Linking the index to other constructs with which it would be expected to link. Validation requires:

- Info gathered for at least one more construct than the one capture by the index
- This other construct is measured by means of reflective indicators
- A theoretical relationship can be postulated to exist between the constructs

The loading between the 2 constructs of particular interest should be >0 and significant.

### Method:

As part of the survey, in addition to measuring Technical and behavioural competences, also measured were

- *General Competence*
  - *This construct should correlate with the Technical and behavioural competences measured. The question was posed as follows – “now a few questions about your General Competence as a manager in marketing. Please indicate your level of agreement with the following statements...”*
  - *10 reflective items reduced to 4 items during Measurement Model Development in AMOS*
  - *Eventually not used in any structural model*
- *Self Efficacy*
  - *This construct should correlate with the Technical and behavioural competences measured. The question was posed as follows – “now a few questions about your Self Efficacy as a manager in marketing. Please indicate your level of agreement with the following statements...”*
  - *10 reflective items reduced to 7 items during Measurement Model Development in AMOS*
  - *Eventually not used in any structural model*

*Initial examination in SPSS and PLS demonstrated greater correlations with Self Efficacy (SEF).*

*Models were therefore developed and tested as follows.*

### Results:

#### *1.Causal Indicators*

*In both the individual models (ie. the 3 Technical competences FMS, IMS and AMI and 3 behavioural competences PPB, DPW and BBM) the loadings between all Competences and Self Efficacy are all positive.*

*However, results show some causal indicators have T score over 1.96...*

- *one AMI causal indicators is non-significant (Q4\_2n) – whether tested individually or collectively*
- *one PPB causal indicators is non-significant (Q5\_4n) – whether tested individually or collectively*
- *one DPW causal indicators is non-significant (Q6\_3n) – whether tested individually or collectively*
- *one BBM causal indicators is non-significant (Q7\_1n) – whether tested individually or collectively*

#### *2. Factor loadings on SEF*

*Factor loadings for FMS and AMI demonstrate that the relationship is non-significant.*

### Conclusion:

*Test not passed*

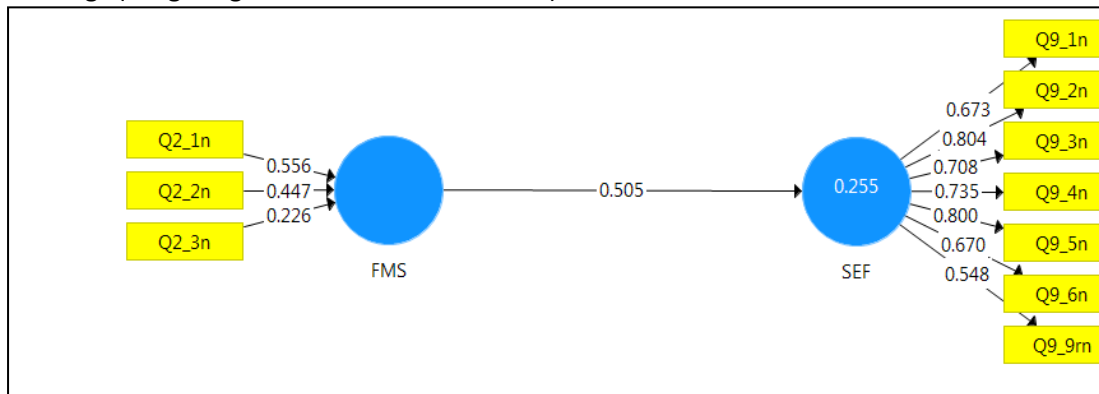
### Overall Conclusion:

*The failure of test 4 means the overall test for validity of the measurement model is failed*

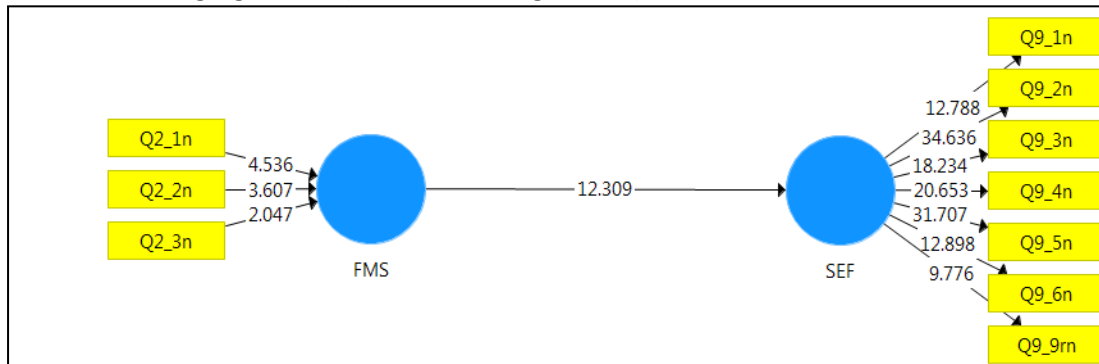
## Technical Competences and Self Efficacy (SEF) – Construct Validity Tests in Smart PLS

### Formulating Marketing Strategy (FMS)

Loadings (weightings for formative constructs)

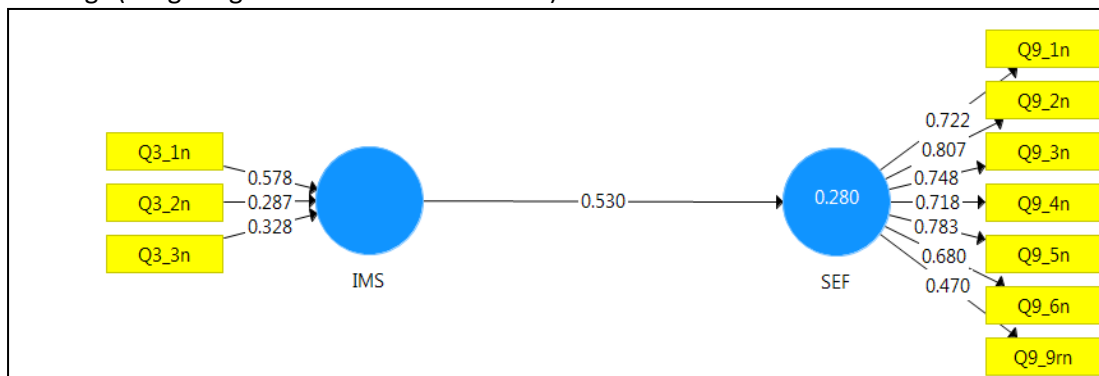


T scores showing significant (under 1.96 is significant)

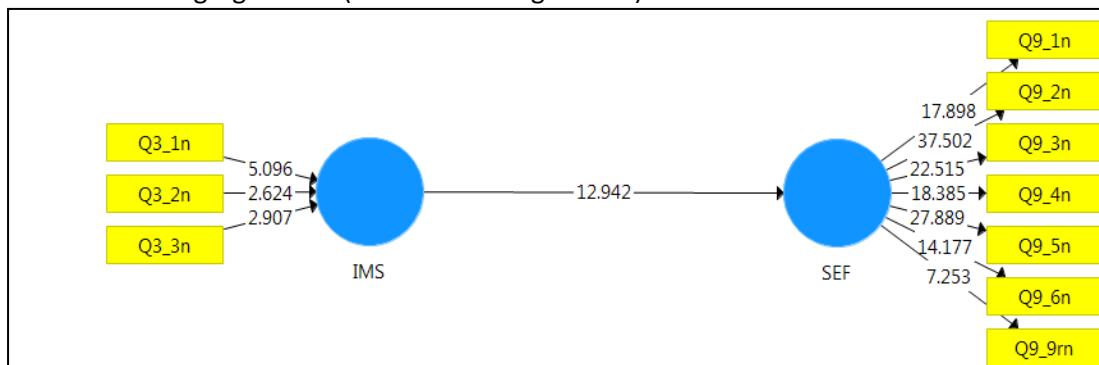


### Implementing Marketing Strategy (IMS)

Loadings (weightings for formative constructs)

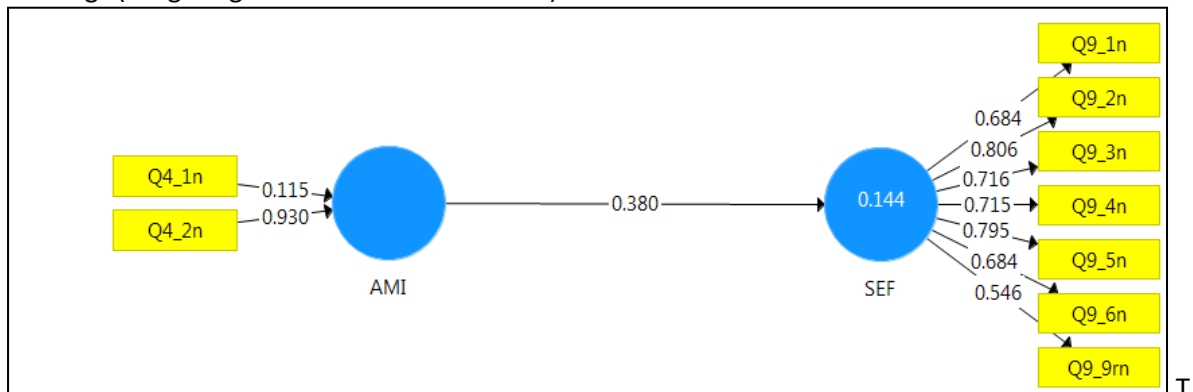


T scores showing significant (under 1.96 is significant)

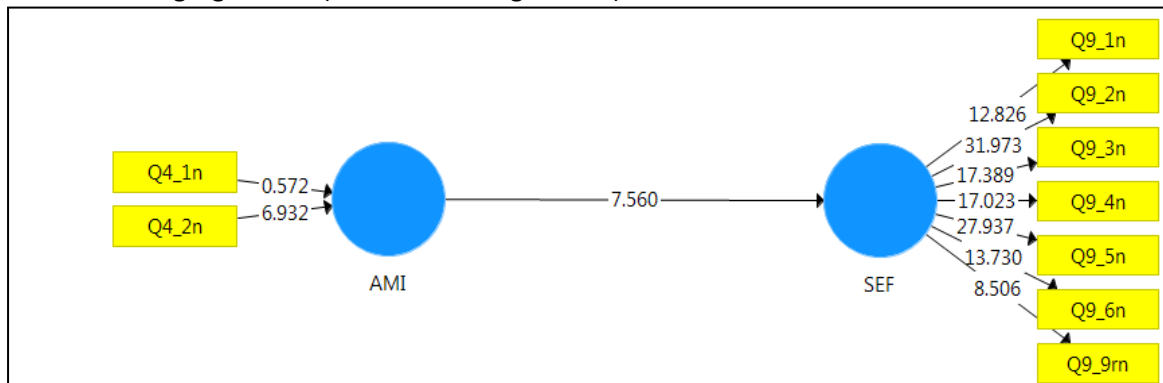


### Accessing and Interpreting Market Information (AMI)

Loadings (weightings for formative constructs)



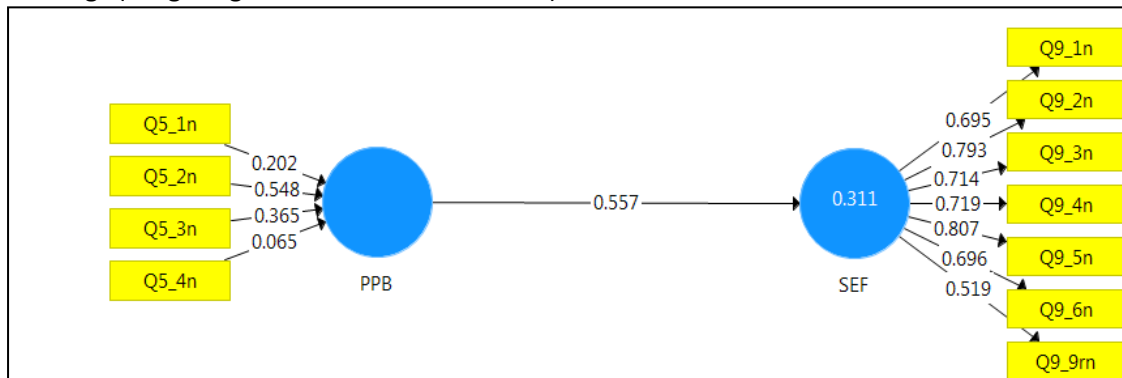
scores showing significant (under 1.96 is significant)



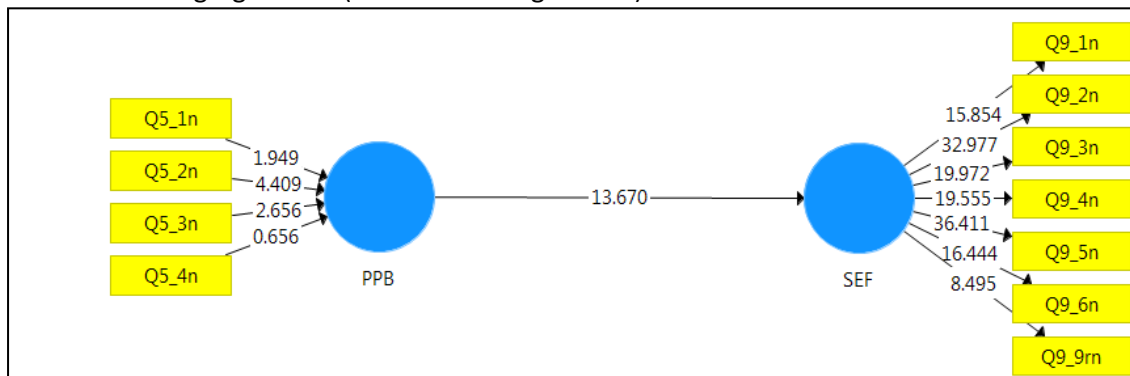
## Behavioural Competences and Self Efficacy (SEF) - Construct Validity Tests in Smart PLS

### Proactively Pushing Boundaries (PPB)

Loadings (weightings for formative constructs)

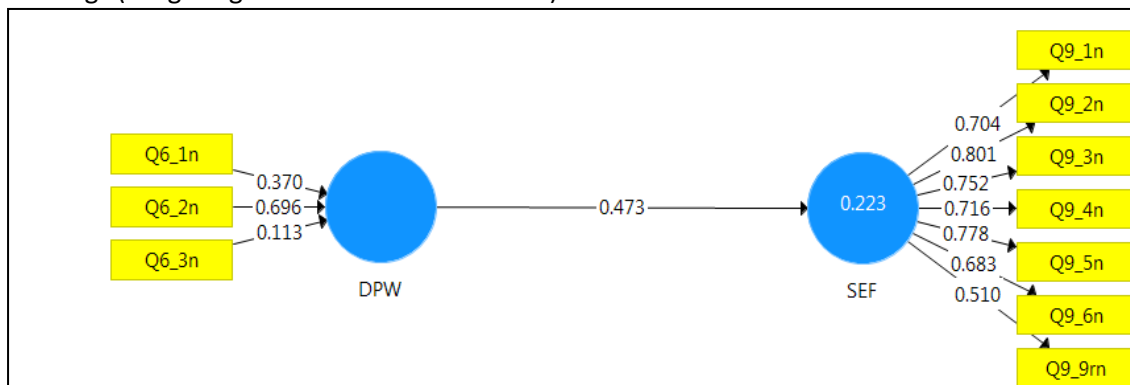


T scores showing significant (under 1.96 is significant)

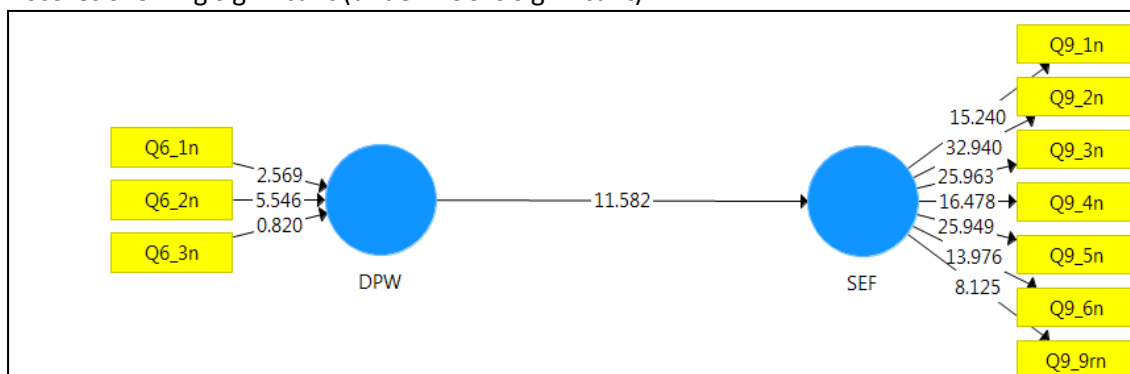


### Dealing with People Well (DPW)

Loadings (weightings for formative constructs)

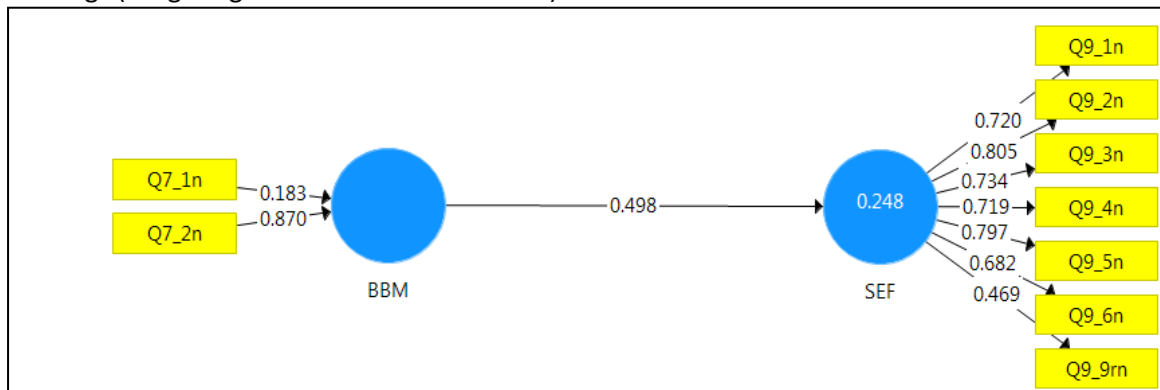


T scores showing significant (under 1.96 is significant)

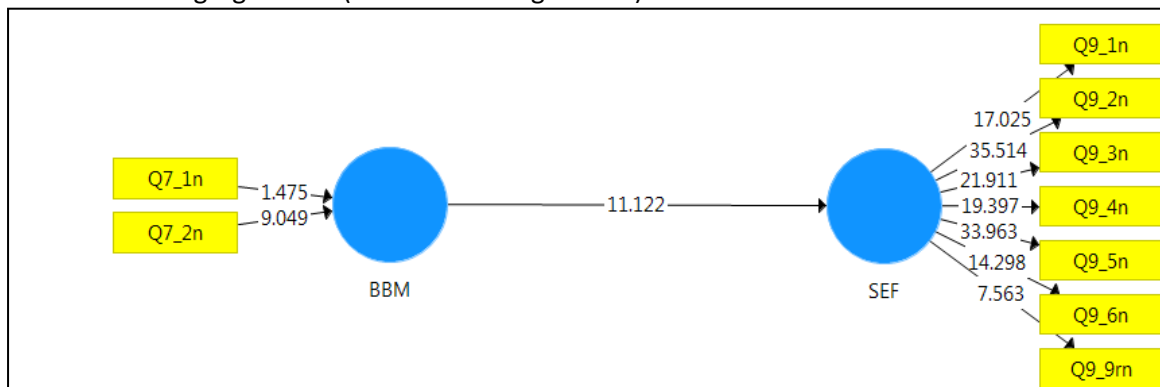


### ***Being Business Minded (BBM)***

Loadings (weightings for formative constructs)



T scores showing significant (under 1.96 is significant)





## Appendix D.5 Structural Model Tests

### Appendix D.5.1 Abbreviation Terms used in Structural Model Analyses

	Second Order Constructs	Abbreviation
	Courage Traits	COU
	Technical Competences	TC
	Behavioural Competences	BC
	Technical/Behavioural Competences Interaction Variable	TCxBC
	Marketing Department Capabilities	MDC
	First Order Constructs	
Courage Traits	Bravery	BRV
	Motivation	MOT
	Integrity	INT
	Perseverance	PER
	Zest	ZES
Technical Competences	Formulating Marketing Strategy	FMS
	Implementing Marketing Strategy	IMS
	Accessing and Interpreting Marketing Strategy	AMI
Behavioural Competences	Proactively Pushing Boundaries	PPB
	Dealing with People Well	DPW
	Being Business Minded	BBM
Interaction	Technical/Behavioural Competences Interaction	<i>NN x NN</i>
Marketing Department Capabilities	Accountability	ACC
	Customer Connectedness	CUS
	Innovativeness	INN
	Creativity	CRE
	Inter-departmental Integration	IDI
Relationships between Second Order Variables	The influence of Technical Competences on Marketing Department Capabilities	TC→MDC
	The influence of Behavioural Competences on Marketing Department Capabilities	BC→MDC
	The influence of Technical/Behavioural Competences interaction on Marketing Department Capabilities	TCxBC→MDC
	The influence of Technical Competences on Marketing Department Capabilities	COU→BC
	The influence of Courage Traits on Marketing Department Capabilities	COU→MDC

## **Appendix D.5.2      Creation of Composite Variable**

### **Appendix D.5.2.1      First Order Composite Variables**

The mean measurement item scores for each of the 15 latent constructs shown in the measurement model are averaged to convert them from latent to mean first order composite variables. The 16<sup>th</sup> variable is a measured variable. First order constructs are, therefore, created in 4 groups:

#### *Courage traits*

The five constructs that represent courage traits are each calculated using reflective measures. For each construct listed below, the mean of the measurement items is calculated

- Bravery (BRV) – mean of 3 scales items
- Motivation (MOT) – mean of 3 scale items
- Integrity (INT) – mean of 4 scale items
- Perseverance (PER) – mean of 4 scale items
- Zest (ZES) – mean of 5 scale items

#### *Technical competences*

Three constructs represent technical competences. For each construct listed below, the mean of the measurement items is calculated

- Formulating Marketing Strategy (FMS) – mean of 3 scale items
- Implementing Marketing Strategy (IMS) – mean of 3 scale items
- Accessing and Interpreting Market Information (AMI) – mean of 2 scale items

#### *Behavioural competences*

Three constructs represent behavioural competences. For each construct listed below, the mean of the measurement items is calculated

- Proactively Pushing Boundaries (PPB) – mean of 4 scale items
- Dealing with People Well (DPW) – mean of 3 scale items
- Being Business Minded (BBM) – mean of 2 scale items

#### *Marketing department capabilities*

Three out of the five constructs that represent marketing department capabilities are reflective in nature (Accountability, Customer Connectedness and Creativity). Inter-departmental integration is a measured variable. For each of these four constructs, the mean of the measurement items is calculated. A simple mean is taken for Innovativeness, a measured variable.

- Accountability (ACC) – mean of 3 scale items
- Customer Connectedness (CUS) – mean of 3 scale items
- Creativity (CRE) – mean of 4 scale items

- Inter-departmental Integration (IDI) – mean of 2 scale items
- Innovativeness (INN) – measured variable

#### *Appendix D.5.2.2      Second Order Composite Variables*

Using the above *first order* composite constructs, *second order composite variables* are created for each of the four groups of variables: courage traits, technical competences, behavioural competences and marketing department capabilities. Each of these four is regarded as formative construct and created by calculating the mean of the *first order variables* from each of the 5 groups. This includes:

- Courage traits (COU) - mean of the 5 composite constructs of:
  - Bravery, Motivation, Integrity, Perseverance and Zest
- Technical competences (TC) – mean of the 3 composite constructs of:
  - Formulating Marketing Strategy, Implementing Marketing Strategy and Accessing and Interpreting Market Information
- Behavioural competences (BC) – mean of the 3 composite constructs of:
  - Proactively Pushing Boundaries, Dealing with People Well and Being Business Minded
- Marketing department capabilities (MDC) – mean of the 4 composite constructs and 1 measured variable (Innovativeness) of:
  - Accountability , Customer Connectedness, Creativity, Inter-departmental Integration and Innovativeness

### Appendix D.5.3      *Structural Model (Sec Order Variables) – Hayes Process SPSS Output*

Run MATRIX procedure:

```
***** PROCESS Procedure for SPSS Release 2.16.3
*****
```

Written by Andrew F. Hayes, Ph.D.  
www.afhayes.com  
Documentation available in Hayes (2013).  
www.guilford.com/p/hayes3

```
*****
*****
```

Model = 14  
Y = MDCmnCom  
X = COUmnCom  
M = BCmnComp  
V = TCmnComp

Sample size  
286

```
*****
*****
```

Outcome: BCmnComp

Model Summary

	R	R-sq	MSE	F	df1
df2	p				
	.5467	.2989	.2447	133.6795	1.0000
284.0000	.0000				

Model

	coeff	se	t	p	
LLCI	ULCI				
constant	-3.4605	.3040	-11.3827	.0000	-
4.0589	-2.8621				
COUmnCom	.5760	.0498	11.5620	.0000	
.4779	.6741				

```
*****
*****
```

Outcome: MDCmnCom

# Model Summary

	R	R-sq	MSE	F	df1
df2	p				
	.4702	.2211	.6339	25.0502	4.0000
281.0000	.0000				

# Model

	coeff	se	t	p	
LLCI	ULCI				
constant	2.1526	.5994	3.5914	.0004	
.9728	3.3324				
BCmnComp	-.0312	.1298	-.2401	.8104	-
.2867	.2244				
COUmnCom	.4206	.0996	4.2213	.0000	
.2245	.6168				
TCmnComp	.4462	.1066	4.1845	.0000	
.2363	.6560				
int_1	.1586	.1125	1.4099	.1597	-
.0628	.3801				

# Product terms key:

int\_1 BCmnComp X TCmnComp

\*\*\*\*\* DIRECT AND INDIRECT EFFECTS  
\*\*\*\*\*

# Direct effect of X on Y

	Effect	SE	t	p	LLCI
ULCI					
	.4206	.0996	4.2213	.0000	.2245
	.6168				

# Conditional indirect effect(s) of X on Y at values of the moderator(s):

# Mediator

	TCmnComp	Effect	Boot SE	BootLLCI
BootULCI				
BCmnComp	-.6340	-.0759	.0784	-.2282
.0731				
BCmnComp	.0000	-.0180	.0747	-.1585
.1340				
BCmnComp	.6340	.0400	.0916	-.1265
.2361				

Values for quantitative moderators are the mean and plus/minus one SD from mean.

Values for dichotomous moderators are the two values of the moderator.

\*\*\*\*\* INDEX OF MODERATED MEDIATION  
\*\*\*\*\*

Mediator

	Index	SE(Boot)	BootLLCI	BootULCI
BCmnComp	.0914	.0647	-.0273	.2272

\*\*\*\*\* ANALYSIS NOTES AND WARNINGS  
\*\*\*\*\*

Number of bootstrap samples for bias corrected bootstrap confidence intervals:  
5000

Level of confidence for all confidence intervals in output:  
95.00

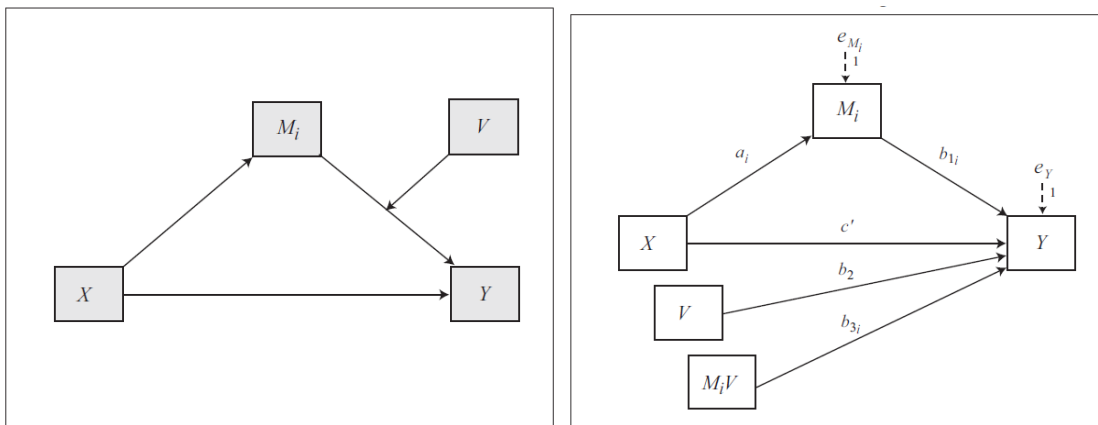
NOTE: The following variables were mean centered prior to analysis:

BCmnComp TCmnComp

NOTE: All standard errors for continuous outcome models are based on the HC3 estimator

----- END MATRIX -----

<https://www.youtube.com/watch?v=znhs2dqnrnk>





**Appendix D.5.5 First Order Model Tests in SPSS – direct determinants of marketing department capabilities**

Coefficients <sup>a</sup>								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	1.050	1.325		.792	.429		
	BRV	.169	.114	.101	1.480	.140	.627	1.599
	MOT	.113	.074	.094	1.519	.130	.763	1.311
	INT	.353	.206	.116	1.717	.087	.631	1.586
	PER	-.124	.161	-.057	-.773	.440	.536	1.864
	ZES	.201	.109	.121	1.854	.065	.681	1.468
	FMS	.408	.166	.206	2.454	.015	.410	2.439
	IMS	.451	.157	.226	2.877	.004	.469	2.130
	AMI	-.104	.112	-.063	-.928	.354	.629	1.589
	PPB	-.195	.179	-.098	-1.091	.276	.360	2.774
	DPW	-.210	.146	-.098	-1.432	.153	.617	1.621
	BBM	.063	.154	.033	.409	.683	.437	2.290
	FMSxPPB	.460	.252	.202	1.826	.069	.237	4.218
	FMSxDPW	.182	.301	.057	.604	.546	.324	3.088
	FMSxBBM	-.673	.256	-.270	-2.627	.009	.274	3.652
	IMSxPPB	-.293	.294	-.113	-.995	.321	.224	4.457
	IMSxDPW	-.163	.281	-.056	-.580	.562	.315	3.170
	IMSxBBM	.728	.246	.313	2.965	.003	.260	3.843
	AMixPPB	-.212	.209	-.096	-1.014	.312	.325	3.082
	AMixDPW	.235	.214	.093	1.100	.273	.403	2.483
	AMixBMM	-.303	.185	-.149	-1.637	.103	.347	2.878

a. Dependent Variable: ACC

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.482 <sup>a</sup>	.233	.175	1.28207	.233	4.015	20	265	.000

a. Predictors: (Constant), AMixBMMcentred, INT, AMIcentred, FMSxPPBcentred, MOT, IMSxDPWcentred, ZES, DPWcentred, BRV, IMScentred, AMixDPWcentred, PER, BBMcentred, FMScentred, FMSxBBMcentred, PPBcentred, FMSxDPWcentred, AMixPPBcentred, IMSxBBMcentred, IMSxPPBcentred



Coefficients <sup>a</sup>								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	1.399	1.015		1.378	.169		
	BRV	.149	.087	.116	1.708	.089	.627	1.595
	MOT	.011	.057	.011	.187	.852	.763	1.310
	INT	.274	.158	.118	1.738	.083	.631	1.586
	PER	.038	.123	.022	.306	.760	.536	1.864
	ZES	.241	.083	.189	2.898	.004	.681	1.468
	FMScentred	.382	.127	.252	3.001	.003	.410	2.439
	IMScntred	.224	.120	.147	1.869	.063	.469	2.130
	AMlcentred	-.017	.086	-.014	-.201	.841	.629	1.588
	PPBcentred	-.148	.137	-.096	-1.078	.282	.360	2.774
	DPWcentred	-.125	.112	-.076	-1.113	.267	.617	1.621
	BBMcentred	-.077	.118	-.053	-.655	.513	.437	2.290
	FMSxPPBcentred	-.042	.193	-.024	-.216	.829	.237	4.218
	FMSxDPWcentred	.048	.231	.020	.208	.835	.324	3.088
	FMSxBBMcentred	-.181	.196	-.094	-.920	.359	.274	3.652
	IMSxPPBcentred	-.103	.226	-.052	-.457	.648	.224	4.457
	IMSxDPWcentred	.031	.216	.014	.146	.884	.315	3.170
	IMSxBBMcentred	.265	.188	.148	1.405	.161	.260	3.843
	AMl xPPBcentred	.267	.160	.157	1.664	.097	.325	3.082
	AMl xDPWcentred	-.150	.164	-.078	-.916	.361	.403	2.483
	AMl xBBMcentred	-.194	.142	-.125	-1.370	.172	.347	2.878

a. Dependent Variable: CUS

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.484 <sup>a</sup>	.235	.177	.98269	.235	4.059	20	265	.000

a. Predictors: (Constant), AMl xBBMcentred, INT, AMlcentred, FMSxPPBcentred, MOT, IMSxDPWcentred, ZES, DPWcentred, BRV, IMScntred, AMl xDPWcentred, PER, BBMcentred, FMScentred, FMSxBBMcentred, PPBcentred, FMSxDPWcentred, AMl xPPBcentred, IMSxBBMcentred, IMSxPPBcentred

Coefficients <sup>a</sup>								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	1.962	1.354		1.449	.148		
	BRV	.128	.117	.077	1.099	.273	.627	1.599
	MOT	.019	.076	.016	.244	.807	.763	1.311
	INT	-.230	.210	-.077	-1.096	.274	.631	1.586
	PER	.029	.164	.013	.176	.861	.536	1.864
	ZES	.264	.111	.161	2.383	.018	.681	1.468
	FMScentred	.185	.170	.095	1.089	.277	.410	2.439
	IMScntred	.255	.160	.130	1.593	.112	.469	2.130
	AMlcentred	-.006	.114	-.004	-.052	.959	.629	1.589
	PPBcentred	.367	.183	.186	2.005	.046	.360	2.774
	DPWcentred	-.469	.150	-.222	-3.130	.002	.617	1.621
	BBMcentred	-.060	.158	-.032	-.380	.704	.437	2.290
	FMSxPPBcentred	.470	.258	.209	1.825	.069	.237	4.218
	FMSxDPWcentre	-.088	.308	-.028	-.285	.776	.324	3.088
	FMSxBBMcentred	-.212	.262	-.087	-.812	.418	.274	3.652
	IMSxPPBcentred	.034	.301	.013	.113	.910	.224	4.457
	IMSxDPWcentred	-.697	.287	-.241	-2.425	.016	.315	3.170
	IMSxBBMcentred	.288	.251	.125	1.145	.253	.260	3.843
	AMl x PPBcentred	-.071	.214	-.032	-.331	.741	.325	3.082
	AMl x DPWcentred	.290	.219	.117	1.328	.185	.403	2.483
	AMl x BBMcentred	.017	.189	.008	.088	.930	.347	2.878

a. Dependent Variable: INN

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.419	.176	.114	1.310	.176	2.826	20	265	.000

a. Predictors: (Constant), AMl x BBMcentred, INT, AMlcentred, FMSxPPBcentred, MOT, IMSxDPWcentred, ZES, DPWcentred, BRV, IMScntred, AMl x DPWcentred, PER, BBMcentred, FMScentred, FMSxBBMcentred, PPBcentred, FMSxDPWcentre, AMl x PPBcentred, IMSxBBMcentred, IMSxPPBcentred

Coefficients <sup>a</sup>								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	2.031	1.243		1.634	.104		
	BRV	.100	.107	.063	.937	.350	.627	1.593
	MOT	-.135	.070	-.118	-1.935	.054	.763	1.311
	INT	.077	.193	.027	.399	.690	.631	1.586
	PER	-.071	.151	-.035	-.474	.636	.536	1.864
	ZES	.445	.102	.283	4.370	.000	.681	1.468
	FMScentred	-.004	.156	-.002	-.024	.981	.410	2.439
	IMScntred	.249	.147	.132	1.696	.091	.469	2.130
	AMlcentred	.117	.105	.075	1.115	.266	.629	1.589
	PPBcentred	.372	.168	.197	2.214	.028	.360	2.774
	DPWcentred	-.083	.137	-.041	-.605	.545	.617	1.621
	BBMcentred	-.072	.145	-.040	-.499	.618	.437	2.290
	FMSxPPBcentred	.319	.237	.148	1.350	.178	.237	4.218
	FMSxDPWcentre	.175	.282	.058	.620	.535	.324	3.088
	FMSxBBMcentred	-.351	.240	-.149	-1.459	.146	.274	3.652
	IMSxPPBcentred	-.126	.276	-.051	-.455	.650	.224	4.457
	IMSxDPWcentred	.192	.264	.069	.727	.468	.315	3.170
	IMSxBBMcentred	.431	.231	.196	1.870	.063	.260	3.843
	AMl x PPBcentred	-.059	.196	-.028	-.299	.765	.325	3.082
	AMl x DPWcentred	-.039	.201	-.016	-.194	.846	.403	2.483
	AMl x BBMcentred	-.080	.173	-.042	-.464	.643	.347	2.878

a. Dependent Variable: CRE

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.495 <sup>a</sup>	.245	.188	1.20319	.245	4.309	20	265	.000

a. Predictors: (Constant), AMl x BBMcentred, INT, AMlcentred, FMSxPPBcentred, MOT, IMSxDPWcentred, ZES, DPWcentred, BRV, IMScntred, AMl x DPWcentred, PER, BBMcentred, FMScentred, FMSxBBMcentred, PPBcentred, FMSxDPWcentre, AMl x PPBcentred, IMSxBBMcentred, IMSxPPBcentred

Coefficients <sup>a</sup>								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	3.514	1.433		2.452	.015		
	BRV	.044	.123	.026	.358	.721	.627	1.593
	MOT	-.003	.080	-.003	-.040	.968	.763	1.311
	INT	.134	.223	.043	.600	.549	.631	1.586
	PER	-.258	.174	-.116	-1.487	.138	.536	1.864
	ZES	.279	.117	.165	2.375	.018	.681	1.466
	FMScentred	.217	.180	.108	1.206	.229	.410	2.439
	IMScentred	.278	.169	.137	1.642	.102	.469	2.130
	AMlcentred	-.102	.121	-.061	-.844	.399	.629	1.589
	PPBcentred	-.053	.194	-.026	-.276	.783	.360	2.774
	DPWcentred	.128	.158	.059	.810	.419	.617	1.621
	BBMcentred	-.073	.167	-.038	-.436	.663	.437	2.290
	FMSxPPBcentred	.382	.273	.165	1.400	.163	.237	4.216
	FMSxDPWcentred	-.607	.326	-.188	-1.866	.063	.324	3.088
	FMSxBBMcentred	.119	.277	.047	.431	.667	.274	3.652
	IMSxPPBcentred	-.290	.318	-.110	-.911	.363	.224	4.457
	IMSxDPWcentred	.321	.304	.108	1.055	.292	.315	3.170
	IMSxBBMcentred	.454	.266	.192	1.709	.089	.260	3.843
	AMl x PPBcentred	-.082	.226	-.037	-.363	.717	.325	3.082
	AMl x DPWcentred	.470	.231	.183	2.030	.043	.403	2.483
	AMl x BBMcentred	-.503	.200	-.244	-2.515	.013	.347	2.878

a. Dependent Variable: IDI

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.361 <sup>a</sup>	.130	.065	1.38673	.130	1.984	20	265	.008

a. Predictors: (Constant), AMl x BBMcentred, INT, AMlcentred, FMSxPPBcentred, MOT, IMSxDPWcentred, ZES, DPWcentred, BRV, IMScentred, AMl x DPWcentred, PER, BBMcentred, FMScentred, FMSxBBMcentred, PPBcentred, FMSxDPWcentred, AMl x PPBcentred, IMSxBBMcentred, IMSxPPBcentred

**Appendix D.5.6 First Order Model Tests in SPSS – courage as determinants of behavioural competences**

**File: COUtoBCregressionsFO all in 12-3-17 KEYDOC.spv**

Coefficients <sup>a</sup>							
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	1.761	.526		3.347	.001		
BRV	.234	.049	.278	4.741	.000	.737	1.357
MOT	.050	.034	.083	1.474	.142	.791	1.264
INT	.114	.093	.075	1.227	.221	.683	1.465
PER	.124	.072	.114	1.730	.085	.586	1.705
ZES	.157	.048	.188	3.263	.001	.762	1.312
a. Dependent Variable: PPB							
Coefficients <sup>a</sup>							
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	2.246	.516		4.352	.000		
BRV	.140	.048	.178	2.889	.004	.737	1.357
MOT	.025	.034	.044	.740	.460	.791	1.264
INT	.200	.091	.141	2.201	.029	.683	1.465
PER	.144	.071	.141	2.045	.042	.586	1.705
ZES	.109	.047	.140	2.307	.022	.762	1.312
a. Dependent Variable: DPW							
Coefficients <sup>a</sup>							
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	2.907	.588		4.941	.000		
BRV	.191	.055	.215	3.461	.001	.737	1.357
MOT	.048	.038	.075	1.256	.210	.791	1.264
INT	-.077	.104	-.048	-.746	.457	.683	1.465
PER	.299	.080	.259	3.713	.000	.586	1.705
ZES	.062	.054	.071	1.156	.249	.762	1.312
a. Dependent Variable: BBM							

**Appendix D.5.7      Tables of Regression on marketing department capabilities at 3  
Levels of Moderating Variable**

Coefficients <sup>a</sup>						
Percentile Group of BBM_calc			Unstandardized Coefficients		Standardized Coefficients	
			B	Std. Error	Beta	t
1	1	(Constant)	5.269	.180		29.282
		FMSxBBMcentred	-.621	.199	-.315	-3.127
2	1	(Constant)	5.470	.142		38.548
		FMSxBBMcentred	-37.920	19.203	-.205	-1.975
3	1	(Constant)	5.380	.156		34.397
		FMSxBBMcentred	.607	.242	.241	2.512
a. Dependent Variable: ACC						
Percentile Group of DPW_calc			Unstandardized Coefficients		Standardized Coefficients	
			B	Std. Error	Beta	t
1	1	(Constant)	3.649	.272		13.403
		DPWcentred	.664	.307	.226	2.161
2	1	(Constant)	3.046	.130		23.450
		DPWcentred	.672	.406	.146	1.653
3	1	(Constant)	2.476	.507		4.887
		DPWcentred	.505	.660	.092	.765
a. Dependent Variable: INN						
Percentile Group of DPW_calc			Unstandardized Coefficients		Standardized Coefficients	
			B	Std. Error	Beta	t
1	1	(Constant)	3.357	.163		20.543
		IMSxDPWcentred	-.621	.223	-.286	-2.786
2	1	(Constant)	3.055	.137		22.239
		IMSxDPWcentred	.668	.607	.098	1.099
3	1	(Constant)	2.848	.184		15.521
		IMSxDPWcentred	-.020	.312	-.008	-.066
a. Dependent Variable: INN						
Percentile Group of MOT_mean_3item			Unstandardized Coefficients		Standardized Coefficients	
			B	Std. Error	Beta	t
1	1	(Constant)	4.935	.689		7.161
		MOT	-.094	.176	-.061	-.532
2	1	(Constant)	5.518	2.257		2.445
		MOT	-.162	.425	-.039	-.380
3	1	(Constant)	3.279	2.342		1.400
		MOT	.237	.364	.062	.651
a. Dependent Variable: CRE						
Percentile Group of BBM_calc			Unstandardized Coefficients		Standardized Coefficients	
			B	Std. Error	Beta	t
1	1	(Constant)	4.609	.172		26.862
		AMixBBMcentred	-.260	.153	-.177	-1.701
2	1	(Constant)	4.786	.143		33.513
		AMixBBMcentred	6.255	13.571	.049	.461
3	1	(Constant)	4.791	.173		27.756
		AMixBBMcentred	.120	.250	.048	.482
a. Dependent Variable: IDI						
Percentile Group of DPW_calc			Unstandardized Coefficients		Standardized Coefficients	
			B	Std. Error	Beta	t
1	1	(Constant)	4.594	.163		28.258
		FMSxDPWcentred	-.189	.240	-.084	-.786
2	1	(Constant)	4.570	.148		30.900
		FMSxDPWcentred	1.217	.631	.170	1.926
3	1	(Constant)	4.834	.186		25.972
		FMSxDPWcentred	.480	.344	.167	1.394
a. Dependent Variable: IDI						

## APPENDIX E      MEASUREMENT MODEL TESTING AND TEST OF FIT, RELIABILITY AND VALIDITY - GUIDANCE FOR REFERENCE

### Assessing Measurement Models

#### Model Specification

The process to be followed will begin with the overall **model specification** reflecting the relationships between observed variables (measurement items) and latent variables (latent constructs) that are either theorized from the Delphi studies or reflect existing theory from literature. Due to the size and complexity of this model, it will be broken down into three groups: traits, competences and marketing dept. capabilities; that is, three separate model specifications. As this suggest, the two groups of competences, technical and behavioural, will be dealt with in a single measurement model for convenience and simplicity.

#### Model Identification

Each of these three groups of models will then be examined to determine whether there is sufficient data to confidently predict relationships between the parameters of the models. This **model identification** process will use the criteria reflected by Blunch where “pieces of information shall be at least as large as the number of parameters to be estimated” (Blunch, 2013)p.79. To determine the number of data points available, Byrne (Byrne, 2010)p.34 proposes the formula  $p(p+1)/2$  where p is the number of variables in the model and comprising the variances and co-variances of the observed variables. The number of items of be estimated includes factor loadings, error variances, factor variances and factor co-variances. It is the number of data points available *less* the number of parameters to be estimated which gives the *degrees of freedom* in the model. It is important that models are found to be *just* or *over* identified to enable the AMOS software to make the appropriate estimations ie. parameters to be estimated are equal to or less that the data points available. An *under* identified model (ie. fewer data points that parameters to estimate), would be unable to be calculated. *Whilst manual calculation were made, AMOS advises when a model is underidentified and will not undertake an estimation unless modification are made.* (Note: AMOS measurement model tests run with reflective constructs only, ie. Traits and marketing department capabilities)

#### Tests of fit, reliability and validity

##### Goodness of Fit Measures

- **Chi-squared ( $\chi^2$ ).** This is the most common measure of comparing the observed data and estimated model. The  $\chi^2$  value is neither good nor bad; it is its *probability* which is important – that is, the probability of the null hypothesis being true. This is expressed by the *p* value. If  $p < 0.05$ , the null hypothesis is unlikely to be true and would be rejected. This would suggest that the model and data measured were not the same. If  $p > 0.05$ , the null hypothesis would be accepted suggesting the observed and predicted results are not significantly different; that is, there is a fit between the two models. AMOS displays Chi Squared as ‘CMIN’. It is, however, recognized by Hair et al. (Hair et al., 2010) page 720 that Chi-squared measure has a tendency to reject models with large sample sizes. Given sample size in this research of over 300, this may be important. Furthermore, greater model complexity has an increasing effect on  $\chi^2$  values, as does kurtosis and skewness of distributions. As such, alternative methods of model fit will also be used. A rule of thumb from Hair et al. suggests that, in addition to the Chi-squared test, an incremental fit index (such as CFI) should be used (Hair et al., 2010) p.721. Absolute fit indices are also proposed. However, as these are most often based on  $\chi^2$  type analyses, they may suffer similarly. A non-centrality based index is

therefore used as an alternative (RMSEA). In AMOS output, CMIN – minimum value of the discrepancy between the model and the data - is the same as the chi-square statistic.

- **CMIN/df.** This is the chi-square divided by its degrees of freedom. Acceptable values are in the 3/1 or 2/1 range. Gaskin suggests upper threshold of 5
- **Comparative Fit Index (CFI).** As a measure of incremental fit, CFI has been selected to illustrate fit, being the most widely used index (Hair et al., 2010)p.721. The CFI statistic was designed to be less sensitive to sample size. Ranging between 0 and 1, higher values indicate better fit. Values over 0.9 are considered good with some suggesting values should be above 0.95. (Hair et al., 2010) p.721
- **Root Means Squared Error of Approximation (RMSEA).** RMSEA takes into account both model complexity and sample size and is described by Byrne describes it as “the most informative criteria in covariance structural modeling” (Byrne, 2010) p.80. With lower values indicating better fit, Byrne also suggests that values of .05 or below indicate good fit and a value below .08, a reasonable fit. Figures between 0.08 and 0.10 would indicate a mediocre fit with those over 0.10 a poor fit.
- **P value interpretation with model fit** - significant (ie. under 0.05) means poor model fit. This is not unusual with a large sample size.

In addition to model fit, tests of construct validity will also be carried out. These assess the relationship between items and the constructs they purport to measure. Hair et al. (Hair et al., 2010) propose that the areas requiring examination comprise: the broad area of convergent validity comprising factor loadings, average variance extracted and reliability; discriminant validity; and face validity.

#### Construct Validity and Other Measures

- **Construct Validity** – comprises
  - **Convergent Validity** which includes Factor Loadings, Ave Variance Extracted and Construct Reliability
  - **Discriminant Validity** which includes nomological validity and face validity
- **Factor loadings (regression weights or path estimates).** Factor loadings indicate the extent to which measurement items influence the latent variable. They may be defined as “the correlation of each factor and the variable...(and)...indicate the degree of correspondance between the variable and the factor” (Hair et al., 2010)p.112. As such this is one of the most fundamental assessments of construct validity. According to Hair et al p.772 (Hair et al., 2010) construct validity would require minimum *standardized* factor loadings of 0.5, preferably 0.7. Nevertheless, even if significant, standardized factor loadings of below 0.5 indicate that the item in question is not strongly related to the constructs and, as recommended by Hair et al. (Hair et al., 2010), should be considered for deletion from the model. Conversely, items that have a high standardized factor loading but are not significant (ie.  $p > 0.05$ ) should also be considered for deletion. The removal of low scoring factor loadings can increase model fit and validity. However, before removal of measurement items, the face validity of remaining items in measuring the latent construct, will be evaluated. When examining structural model fit, the path estimates describe the direction and size of the relationships between constructs. Values should be meaningful in terms of the positive or negative nature of the causal relationship, and should also be significant as



determined by the Critical Ratio. Standardized estimates correspond to effect-size estimates.

- **Critical ratio** - According to Byrne (Byrne, 2010)p.67, in addition to factor loadings and p value, standard errors of the loadings are of prime importance as they indicate the precision with which the parameter has been estimated. However, as their size relates to the factor loading, absolute values are difficult to interpret. The statistical significance of the measures are therefore assessed using the Critical Ratio (CR), calculated by dividing factor loadings by their standard errors. To evaluate whether estimates are significantly different from zero, CR value needs to be greater than  $\pm 1.96$ . Path estimates may be deemed to be significant (ie. significantly different from zero), if the CR value is greater than  $\pm 1.96$
- **Average Variance Extracted (AVE)** indicates *convergent validity*, the extent to which items are convergent or reflect the construct they are intended to measure. It is the extent to which a latent variable is explained by the items measured. Hair et al. (Hair et al., 2010)p.709 proposes that  $\geq 0.5$  is a good rule of thumb to suggest adequate convergence. To calculate, sum up each *squared* factor loading and divide it by the number of indicators.
- **Square Root of AVE (VAVE)**. *Discriminant validity* can be assessed by comparing the square root of the AVE of each construct with the correlations of the construct to all the other constructs. The square root of AVE should be greater than the correlation value.
- **Composite Reliability (c.r.)**. As an alternative to Cronbach's alpha ( $\alpha$ ), the measure of *composite reliability* has now become regarded as a clearer measure of reliability of latent construct measures (Kline, 2016) p.313. Composite reliability measures the internal consistency of a construct measure (Fornell and Larcker, 1981b) by examining the explained variance in relation to the total variance. As with Cronbach alpha, a score of  $\geq 0.7$  would be regarded as indicating reliability (Note: this is part of Convergent validity – that is, a reliability measure). C.R. is calculated by summing all factor loadings and squaring the total (call this SSI). Then sum all error variances (call this SEV). Composite reliability is  $SSI/(SSI+SEV)$ .
- **Maximum Shared Square Variance (MSV)** – This assesses *discriminant validity*: the extent to which each construct being measured is distinct from other constructs being measured at the same time. *Shared variance* indicates the extent to which one variable can be explained by another variable. The MSV indice shows how well a factor is explained by items from other constructs. MSV should always be below AVE. If MSV is *greater than* the AVE, this suggests that some measures appear to reflect other constructs more than the constructs they are intended to measure. It is important that the items belonging to any factor should explain that factor better than it than items belonging to other factors. This is calculated by simply taking the co-variance between a factor and another factor it co-varies with – but the one with the highest covariance value – then simply squaring it. If a factor co-varies with more than one, the squared value may be averaged and the **ASV** calculated (which would be lower).
- **Shared Variance** This is the extent to which one variable can be explained by another variable. If the correlation between two variables is 0.5, their shared variance will be 0.25 (ie. the square). Note that covariance in AMOS SEM models shows the correlation between two variables.

- **Factor Correlation Matrix.** Displays correlations between all variables in a model. May also include other useful information such as AVE, C.R., and MSV and sometimes on the diagonal (instead of a correlation of 1), the Square Root of Average Variance Extracted (VAVE) indicating discriminant validity. The VAVE of a construct should be greater than the correlation of that construct with other constructs
- **The Coefficient of Determination / Squared Multiple Correlations / R squared ( $r^2$ ).** The proportion of the variance in the dependent variable that is predictable from the independent variable(s) ie. *the percentage of variance explained* by the predictor variables or how close the data is to a fitted regression line. What then remains is the *residual*. It is not unusual in social sciences for  $r^2$  values under 0.5 to be OK but the predictors must be statistically significant. Whatever the value of  $r^2$ , the coefficients that are statistically significant still represent the mean change in the response of one unit of change in the predictor variable while other predictors in the model are held constant. With just 2 variables,  $r$  squared is the square of the Pearson correlation  $r$ . In the case of such paired data, it indicates the proportion of variance shared by the two variables. The value of  $r^2$  is always positive and between 0 and 1. It does not therefore, give direction of the correlation. *Known in Amos as Squared Multiple Correlations* – the percentage of variance explained by the predictor variables.
- **Standardized Residuals.** Residuals are the difference between observed covariance terms and the estimated covariance term. *Standardized* are simply the figure divided by the standard error of the residual (ie. its standard deviation)
- **Modification Indices (AMOS):** The *M.I.* indice in AMOS give the reduction in Chi Squared ( $\chi^2$ ) that can be achieved by making the parameter freely estimated (ie. introducing a regression line between the two). *Par Change* is the expected parameter change (EPC) that can be expected from each parameter in the model. In measurement models, co-variances should be addressed first. In structural models, regression paths should be addressed first.
- **Colliniarity:** linear association between *two* explanatory variable. Ie. those predicting the outcome
- **VIF:** variance inflation factor: This quantifies how much the variance is inflated in the dependent variable. Guidelines are: 1=no correlation; 4 = further investigation; 10 = signs of serious multicollinearity

